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ABSTRACT

A study sought to determine differences in politeness strategies used in requests by American college students (N=80), Japanese students in the United States (N=34), and Japanese students in Japan (N=103). Subjects rated 61 requests in four different situations (differing in terms of addressee level and interrogative, declarative, and imperative forms) according to their level of politeness and frequency of occurrence in natural situations. In all situations, the size of the request was small and the familiarity was low. Requests varied linguistically in the use of verb forms, models, tenses, moods, and tags. Results indicated that the perceptions of all subjects were generally similar. However, Japanese students in the United States perceived requests as being more polite than did Japanese students in Japan. The politeness ratings of Americans and Japanese students in Japan showed the greatest difference, and Americans and Japanese participants in the United States were the most similar. Detailed analysis of findings is presented and 16 hypotheses are tested in terms of situations and politeness, interrogatives, declaratives, imperatives, tense, requests with modals, positively and negatively worded requests, negative politeness, and frequency of use of requests. (Author/CB)

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An Exploratory Study of Differences between Politeness Strategies Used in Requests by Americans and Japanese

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Abstract

When a speaker asks a hearer to carry out a request, a number of factors influence the way the hearer perceives the imposition involved in the request (the relative imposition). These factors include the familiarity, relative status, the size of the request and various situational factors. In order to mediate the relative imposition involved in a request, the speaker varies the amount of politeness of the request.

Participants in this study were 80 American participants, 103 Japanese participants in Japan and 34 Japanese participants in the US. We asked them to rate a total of 61 requests in four different situations according to their level of politeness and frequency of occurrence in natural situations. In all four situations, the size of the request was small and the familiarity was low, but the relative status of the hearer in relation to the speaker was varied. The requests varied linguistically in the use of verb forms, modals, tenses, moods, and tags. We evaluated the different perceptions of politeness by the three groups and discussed similarities and differences in their relative ratings of politeness. In general, our findings supported theories advanced in this area and confirmed the findings of previous studies.

While the perceptions of politeness of Americans, Japanese in the US, and Japanese in Japan were generally similar, we found some differences. For example, the Japanese participants in the US, on the average, perceived requests as being more polite than the Japanese participants in Japan did. The politeness ratings

of Americans and Japanese participants in Japan showed the greatest difference, and Americans and Japanese participants in the US were the most similar. We also found some differences in ratings of various request forms. We concluded with some possible explanations for these findings and suggestions for future research in the area of politeness and second language speakers.

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AN EXPLORATORY STUDY OF DIFFERENCES BETWEEN POLITENESS STRATEGIES USED IN REQUESTS BY AMERICANS AND JAPANESE

Review of Literature

Introduction

As the Japanese economy grows and international transportation develops, an increasing number of Japanese people visit the United States for a variety of purposes. As a result, Japanese are encountering Americans in everyday settings where communication is necessary. Their problems in communicating in English thus become significant as an area of research.

One area of communicative competence in which Japanese people have problems is politeness (Saito, 1985). One study suggested that politeness strategies play an important role in requests (Tracy et al, 1984). Because requests, to a larger or smaller extent, impose on the hearer (H), if requests are not made appropriately, the desired goal may not be reached, H may be embarrassed, or the relationship may be damaged. Requests in a foreign language require skill in judging and using politeness.

In this paper, we will discuss requests, and politeness strategies, politeness in Japanese, and some differences in politeness in English and Japanese. we will present some hypotheses on the use of politeness strategies, which we will test in a study.

Requests

In a request, the speaker (S) asks H to do something. S is imposing on H, and H has to pay the cost to carry out the

request, from which S usually profits. The larger the request, the greater the imposition on H. If S asks to borrow $100, the imposition is greater than if S asks to borrow $20. The imposition determined by the size of a request is called absolute imposition. If S asks to borrow $100, the absolute imposition is five times larger than if S asks to borrow $20. If the imposition is too large, H may reject the request, and S will not achieve the goal and may be embarrassed. S wants to maintain a good relationship with H if they are part of a continuing relationship, or at least make a good impression if H is a stranger.

However, in actual situations, H perceives a request in terms of relative imposition, which is affected by various factors, rather than in terms of absolute imposition. Two variables that affect relative imposition are social distance (familiarity) and social status (power) (Scollon & Scollon, 1983). If familiarity is high (close social distance), relative imposition is smaller than if familiarity is low. If S asks for a loan of $100 from a parent or $20 from a teacher, the teacher might feel more imposed upon than the parent, even though the absolute imposition is smaller. If S has more power than H, the relative imposition is smaller. If S's boss and subordinate make the same request, H feels more imposed upon by the subordinate than by the boss, because the subordinate has less power than H, but the boss has more power than H.

In summary, H does not experience absolute imposition directly. What H experiences is relative imposition, which is affected by the relational distance, that is, a combination of

familiarity and power in the relationship with S.

Brown and Levinson (1978) maintained that cultural variables also affect imposition, but they did not discuss them in any detail. There are several situational variables, three important ones being necessity of the request, ease of carrying out the request, and cultural differences.

Necessity of a request refers to how badly S needs to impose on H. If S and H are at the cashier in a cafeteria, and S finds that he/she does not have money, H will probably recognize that S has little choice but to make a request to borrow money. If S asks for $20 to pay a bill that is not due for a week and can as easily borrow the money from a closer friend, necessity is lower and H will be less understanding and feel more relative imposition. High necessity decreases relative imposition.

Ease of carrying out a request refers to the difficulty involved. If H is rich, $100 is not much money, but if H is poor, even $20 is a lot of money. The absolute imposition involved in borrowing $20 is the same, but the relative imposition is smaller for a rich person than a poor person.

Cultural differences cannot be adequately discussed in a paragraph or two. However, the amount of relative imposition for the same request in the same situation may vary from one culture to another. we will discuss differences between American and Japanese cultures later.

In summary, the size of a request (absolute imposition) is mediated by relational distance between S and H (familiarity and power) and situational variables (necessity, ease of carrying out

the request, and cultural variables) and becomes the relative imposition which H experiences.

Politeness

Politeness is a strategy used to maintain and develop relationships. It is mainly used in two functions: competitive goals (requesting, demanding, begging, etc.), and convivial goals (offering, inviting, greeting, congratulating, etc.). Competitive goals are essentially discourteous, and convivial goals, courteous (Leech, 1983). Since requests are discourteous by nature, politeness is important.

Politeness in requests is a communication strategy S uses to achieve goals and, in a continuing relationship, to help preserve the relationship. S chooses the level of politeness according to a perception of how large H will consider the relative imposition. If S is not sufficiently polite, H may still feel imposed upon and be embarrassed or upset. If S is too polite, the utterance may sound sarcastic to H.

Brown and Levinson (1978) define politeness as maintaining H's face, that is, letting H feel unimposed on and approved of. Face refers to wants, and Brown and Levinson (1978) identify two types: ego-preserving wants and public-self preserving wants, the desire to be considered a contributing member of society. The former generates negative face, and the latter, positive face.

Politeness not only decreases relative imposition on H but also increases approval from H for achieving the goal. If S gives H options or makes the request indirectly, the request is

more polite, because H has more freedom of choice in carrying out the request. A more polite request decreases imposition and this helps maintain a good relationship. However, that increases the chance of rejection, of S not achieving the goal.

Brown and Levinson (1978) distinguish positive and negative politeness. Positive politeness satisfies S's needs for approval and belonging (maximizing positive face) and expresses solidarity. Negative politeness functions to minimize the imposition (negative face). (See the following section for examples of strategies for each.) Both types are increased when the size of the request increases. Negative politeness is increased when H is more powerful and when familiarity between S and H is low.

Politeness is expressed through linguistic forms, nonverbal cues, and communicative functions. It attempts to resolve the possible conflicts among motivations and goals realized in discourse. According to Fraser (1978), politeness is a function of H's perception of an utterance. H perceives imposition based on relative imposition mitigated by politeness. If relative imposition is larger, greater politeness is necessary.

Strategies of Politeness

Positive and negative politeness strategies increase solidarity and decrease imposition. They interact according to the nature of the act and the relative status of S and H. They include the following:

positive politeness strategies

1. noticing, attending to H's interests, wants, etc.
2. using in-group markers
3. being optimistic
4. seeking agreement
5. indicating common ground
6. offering, promising

negative politeness strategies

1. being conventionally indirect
2. questioning, hedging
3. being pessimistic
4. minimizing the imposition
5. giving deference
6. apologizing

Brown and Levinson (1978) describe five superstrategies of politeness.

1. A speaker may perform the request "baldly," making no attempt to acknowledge the hearer's face wants.

2. A speaker may perform the request while attending to the hearer's positive face wants, using what Brown and Levinson (1978) label a positive politeness strategy (p. 106).

3. A speaker might perform the request with negative politeness, acknowledging the hearer's negative face wants, the desire to be unimpeded and not imposed upon.

4. A speaker may "go off-record" in performing the request. Here a speaker performs the act but in a vague manner (e.g., hinting) that could be interpreted by the hearer as some other act.

5. A speaker may perform no request and gaining no goal.

The first strategy is not polite, and the last one is very polite but does not gain anything. Thus four levels of strategies have the potential of gaining the goal.

According to the theory, S will generally choose more polite strategies in proportion to the seriousness of the request. However, because of the cost (effort, unclarity, other threats to

face) associated with the use of higher numbered strategies, S will not generally select strategies that are more polite than necessary (Brown and Levinson, 1978).

Politeness in Japanese

Differences in social status and power are clearer and more important in Japan than in the US. The Japanese language supports this social system, and special polite language, called keigo, is used to show respect to superiors or people outside of one's own group. (Horikawa & Hayashi, 1969). The use of keigo is similar to polite language in English, but differences lie in degrees and complexity of the relationships and in differences in interpreting those relationships.

Differences of Politeness in English and Japanese

As mentioned above, the basic theory of politeness is similar in English and Japanese. That is, degrees of familiarity, power, and size of request influence politeness. The differences are that power is more important and clearer in Japanese, and familiarity is somewhat different. If H is superior to S, Japanese tend to acknowledge superiority more and use more negative politeness than Americans. In English, including other people in one's own group by use of informal language is polite, but keeping others outside the group is polite in Japan. Americans tend to use more positive politeness than Japanese do, and Japanese usually use negative politeness to people outside of their groups.

There are many examples of negative and positive politeness in Japanese. A Japanese often apologizes to maintain a good

relationship, even when he/she is not wrong (negative politeness). If a Japanese feels the need to disagree or criticize, he/she does so very indirectly (negative politeness). If an issue is minor, Japanese people usually agree even if they want to disagree (positive politeness) (Naotsuka, 1981).

Few big differences exist between politeness in English and Japanese. As Minami (1987) pointed out, the relationship between S and H contributes most to politeness in Japanese, but in English, the content of the request and situational variables have a greater influence on politeness. He further argued that English requests have more variety of expression and Japanese requests have more conventionalized expressions. These differences contribute to relative imposition as cultural variables.

Previous Studies of Politeness

Few studies have been conducted to determine the level of politeness of different types of requests in English. We found six studies, two on deference with native speakers as subjects, three with both native and nonnative speakers of English, and one with Japanese subjects.

Fraser (1978) asked college students to rank sentences in order of descending deference. Each sentence had either can or could, was positive or negative, and was in the interrogative or imperative-plus-tag form. Nearly all subjects used this order:

1. Could you do that
2. Can you do that
3. Do that, could you
4. Do that, can you
5. Couldn't you do that
6. Can't you do that
7. Do that, couldn't you
8. Do that, can't you

In Fraser's (1978) second study, another group of 40 college students ranked pairs of sentences in terms of deference. The results, in order of decreasing deference, were as follows:

1. Would you do that
2. I would like you to do that
3. You might do that
4. I must ask you to do that
5. Can you do that
6. Will you do that
7. Why not do that
8. Do you have to do that
9. I request that you do that
10. Do that

Fraser concluded that native speakers have a clear sense of which of any pair of requests shows the most deference. The first study indicates that sentences with modals are more polite than sentences without them, that positive sentences are more polite than negative sentences, that interrogatives are more polite than imperative-plus-tag forms, and that past tense is more polite than present tense

In the second study, Fraser shows that sentences with the modals "would", "might", "must" or "can" are more polite than sentences without them. Second person form is more polite than first person. Past tense is more polite than present. Interrogatives are more polite than declaratives and imperatives. We can also speculate that uncommonly used requests may be

perceived as having ambiguous politeness levels.

Carrell and Konneker (1981) compared politeness judgments of speakers of American English and nonnative ESL learners on a set of request strategies in English which varied systematically in their syntactic/semantic properties, that is, formal syntactic and semantic aspects of negative "face" and conventionalized politeness. They surveyed native and nonnative speakers of English on their perceptions of degrees of politeness, using different mood (interrogative, declarative, and imperative), tense (past and present), and modal (present or absent).

They used the following forms:

1. interrogative--past tense modal	Could you give me a pack of Marlboros?
2. interrogative--present tense modal	Can you give me a pack of Marlboros?
3. interrogative--no modal	Do you have a pack of Marlboros?
4. declarative--past tense modal	I'd like a pack of Marlboros.
5. declarative--present tense modal	I'll have a pack of Marlboros.
6. declarative--no modal	I want a pack of Marlboros.
7. imperative	Give me a pack of Marlboros.
8. imperative--elliptical	A pack of Marlboros.

As the researchers expected, this was the order that the participants put the utterances in.

Results indicated that grammatical mood makes the greatest contribution to the politeness hierarchy. Interrogative mood is most polite, declarative mood is next most polite, and imperative is least polite. Presence of modals contributes next most to politeness; modals don't add much to the already-very-polite interrogatives, but they do contribute to the not-as-

polite declarative. A past tense modal adds a small additional degree of politeness.

A high correlation was found between the native and nonnative judgments of politeness. Native and nonnative speakers identified the same order of relative politeness. Few differences were found across nationalities or levels of English. One major difference is that the ESL learners tended to make more distinctions than did native English speakers. Interestingly, native speakers did not distinguish "Can you...", "I'd like..." and "Do you have..." but nonnative speakers did. This may be because they are so different in syntax but not in semantics and nonnative speakers did not recognize the similarities. The same is true for "I'll have..." and "I want..." The order is different this time. These types of differences are difficult even for nonnative speakers of high English proficiency. It is not clear from this study whether the nonnative speakers would be able to use politeness strategies appropriately in different situations.

It is interesting that nonnative speakers seem more sensitive to politeness. This sensitivity to grammar and other aspects of language may actually hinder nonnative speakers' mastery of English, if they become overly sensitive.

Several problems in these studies justify further research. We do not know the level of proficiency of the nonnative speakers in Carrel & Konneker's study. Further, it is not clear why they tested perceptions of politeness if they anticipated few differences between native and nonnative speakers. Also, nonnative speakers would probably encounter difficulties in

actual communication. Thus, if they had done a study on production of politeness, they may have found more significant differences.

Only two studies compare use of politeness by Americans and Japanese. Tanaka & Kawabe (1982) conducted a study using ten Americans and ten advanced Japanese ESL students. Subjects were instructed to place the following twelve requests in order of politeness.

Requests	Rankings	
	Americans	Japanese
1. I'd appreciate...	1	1
2. Could you...?	2	2
3. Would you...?	3	2
4. Can you...?	4	5
5. I'd like you to...	5	6
6. Will you...?	6	4
7. Turn down X, won't you?	7	8
8. Why don't you...?	8	9
9. Turn down X, will you?	9	10
10. I want you to...	10	7
11. Turn down X.	11	11
12. X (The Radio)?	12	12

(Underlining indicates significant differences between adjacent vertical pairs of requests [$p < .01$].)

High correlations in perception of politeness were found among subjects in each group, indicating that both native speakers of English and advanced ESL learners are aware of the varying degrees of politeness. Americans and Japanese showed a high correlation in their perception of politeness in requests. However, Japanese tended to be oversensitive to politeness distinctions. Advanced ESL learners have acquired not only linguistic competence but also a pragmatic knowledge of English. Tanaka and Kawabe also argue that politeness in English increases as a function of H's increasing freedom to refuse the request and

the increasing politeness decreases the imposition.

Tanaka & Kawabe (1982) also reported a study on the use of politeness strategies for requests at ten different psychological and social distances. They used six requests:

1. I would appreciate it if you could lend me X.
2. Would you lend me X?
3. Can you lend me X?
4. Lend me X, will you?
5. I want you to lend me X.
6. Lend me X.

They concluded that native speakers use more polite strategies in distant relationships and less polite strategies in close relationships. Advanced ESL learners use similar politeness strategies but tend to use less polite strategies. They also found "Would you..." to be most usable in any situation. They did not find differences between American females and males in their use of politeness. Americans used "Would you..." more than Japanese, and Japanese used the elliptical imperative (6) more than Americans.

Iwata and Fukushima (1986) conducted a study with 39 Japanese sophomores in Japan on whether they would choose positive or negative politeness in seven different situations involving students and professors. The researchers described situations in which positive politeness would be appropriate and gave participants a choice between two possible statements, one using positive politeness and one using negative politeness. Subjects were asked to choose the appropriate statement for each situation, and give a reason for that choice.

The results showed that only 40.65% of the participants

chose positive politeness for the right reasons. The researchers concluded that Japanese students have problems with positive politeness. Many of them perceived negative politeness as being very polite in five situations. The researchers also explain that Japanese are taught that indirect forms with modals are polite, so they tend to choose such polite expressions. The results of this study have some problems, but it does appear that Japanese tend to choose negative politeness even when they could use positive politeness, because they believe that negative politeness is more polite and appropriate to use between a professor and students.

Hypotheses

Since not many studies have been done on perceptions of politeness, particularly nonnative speakers' perceptions of politeness, this must be considered an exploratory study. However, judging from this discussion of politeness in English and Japanese and on the previous studies that we have cited, we can present the following hypotheses.

H_1 : The higher the hearer's power in relation to the speaker, the higher the level of politeness used.

H_2 : Interrogative forms are more polite than declarative forms.

H_3 : Declarative forms are more polite than imperative forms.

H_4 : Interrogative forms are more polite than imperative forms

H_5 : Interrogative requests are more polite than imperative requests with a tag question.

H_6 : Declarative requests are more polite than imperative requests with a tag question.

H_7 : Imperative requests with a tag question are more polite than imperative requests.

H_8 : Past tense requests are more polite than future tense requests.

H_9 : Past tense requests are more polite than present tense requests.

H_{10}: Future tense requests are more polite than present tense requests.

H_{11}: Requests with a modal are more polite than requests without one.

H_{12}: Positively worded requests are more polite than negatively worded requests.

H_{13}: Requests with "please" are more polite than requests without it.

H_{14}: Requests with "sir" are more polite than requests without it.

H_{15}: Requests with the title and family name are more polite than requests without them.

H_{16}: Japanese perceive negative politeness less polite than Americans.

H_{17}: Uncommonly used requests show a wider dispersion than commonly used requests.

H_{18}: Japanese use less polite strategies than Americans do.

Methods

Overview

The purpose of this study is to investigate and determine politeness levels of various forms of requests in English as perceived by native speakers of English, Japanese speakers in the United States, and Japanese speakers in Japan, using a semantic differential questionnaire.

Participants

The American participants were 80 students from an introductory communication course (48) and a business communication course (32) at a large state university in the Midwest. They were given extra credit for participation. The questionnaire was administered during the class period.

The Japanese participants in the United States (Japanese in US) were 34 students admitted to graduate or undergraduate programs at the same large state university in the Midwest. Their English proficiency was 550 or above on the Test of English as a Foreign Language (TOEFL) or 80 or above on the Michigan Test of English Language Proficiency, or equivalent in the English proficiency tests administered by the university. They participated in the study voluntarily at their convenience.

Japanese participants in Japan (Japanese) were 103 seniors who were majoring in French or Spanish in a small college in Kyoto, Japan (3 classes). They filled out the questionnaire as a class requirement under the supervision of the teacher.

Design

This is a paper and pencil measure of perception of politeness in requests, using 10 levels (0-9) on a semantic differential. Three groups of participants were used, 80 Americans, 34 Japanese in US, and 103 Japanese in Japan.

The same questionnaire was administered to Americans and Japanese in US (See Appendix A). No. 117 was changed for Japanese (See Appendix B), and questions about frequency of different requests (Nos. 61-107) were eliminated because of their little exposure in English (See Stimulus Material).

Stimulus Material

The Questionnaire on Politeness was used to measure how participants perceived levels of politeness of requests in English directed at an American. It consists of three sections: ratings of requests in English (Nos. 1-61), ratings of frequency of use of request forms (Nos. 62-107) and demographic information (Nos. 108-117).

Requests in English deal with three situational variables across four situations: familiarity and size of request are low and small in all four situations. Relative status of the addressee is high in Situations I & II (Nos. 1-16; Nos. 17-28), low in Situation III (Nos. 29-45) and equal in Situation IV (Nos. 46-61). Situations were specified so that every participant could rate politeness levels based on the same situation. Three relative statuses were used to cover all requests in natural settings.

Requests in interrogative, declarative, and imperative forms

with past, present and future tense and with or without modals were included. Both positively and negatively worded requests were used. Most commonly used request forms were included.

In the second section (Nos. 62-107), participants were asked to rate the frequency of use of all the requests included in the first section.

The third section covered demographic information. Questions 112-117 were concerned with participants' history of studying English and exposure to English.

Measurement

In the first section (politeness of requests), the higher the rating, the more polite the request was perceived to be. In the second section (frequency of requests), the higher the rating, the more frequently a request was perceived to be used.

Analyses

Descriptive Statistics

Demographics. Demographic information on the participants appears in Table 1. The total number of participants may not add up due to missing values.

There are no significant differences between the two US groups on questions Nos. 108-111. There are no significant differences among the three Japanese classes on questions Nos. 108-117. Further analyses were done only on the three major groups.

Table 1: Participants

	Americans N=80	Japanese in US N=34	Japanese N=103
Sex (No. 108)			
Female	42	17	52
Male	35	17	50
Status (No. 109)			
Graduate	0	24	0
Undergraduate	80	10	103
Age (No. 110) (mean)	.93	4.5	1.85
0. less than 20	29	0	0
1. 20-21	35	3	21
2. 22-23	12	5	76
3. 24-25	3	3	6
4. 26-27	0	11	0
5. 28-29	0	1	0
6. 30-31	1	4	0
7. 32-33	0	1	0
8. 34-35	0	3	0
9. over 35	0	3	0

Table 1 (Continued)

	Americans N=80	Japanese in US N=34	Japanese N=103
Study English (No. 112)			
0. less than 7 years		4	0
1. 7 years		1	102
2. 8 years		9	0
3. 9 years		3	0
4. 10 years		7	1
5. 11 years		1	0
6. 12 years		1	0
7. 13 years		1	0
8. 14 years		2	0
9. longer than 14 years		4	0
Study of English in US (No. 113)			
0. less than 6 months		14	100
1. 6-12 months		7	2
2. less than 1.5 years		1	0
3. less than 2 years		0	0
4. less than 2.5 years		4	0
5. less than 3 years		3	0
6. less than 3.5 years		0	0
7. less than 4 years		0	1
8. less than 4.5 years		0	0
9. longer than 4.5 years		5	0
Life in the US (No. 114)			
0. less than 6 months		10	100
1. 6-12 months		5	2
2. less than 1.5 years		3	0
3. less than 2 years		0	0
4. less than 2.5 years		4	0
5. less than 3 years		2	0
6. less than 3.5 years		1	0
7. less than 4 years		0	1
9. longer than 4.5 years		9	0
Conversation with Americans (No. 115)			
0. no one		1	94
1. 1 person		8	6
2. 2 persons		4	2
3. 3 persons		7	0
4. 4 persons		2	0
5. 5 persons		3	0
6. 6 persons		3	0
7. 7 persons		1	0
8. 8 persons		1	0
9. more than 8 persons		4	1

Table 1 (Continued)

	Americans N=80	Japanese in US N=34	Japanese N=103
Length of Conversation per Day (No. 116)			
0. 0-15 minutes		8	95
1. 16-30 minutes		7	3
2. 31-45 minutes		3	0
3. 46-60 minutes		5	2
4. hour to hour and 15 min		3	1
5. hour and 16 to 1.5 hours		1	0
6. 1.5 to hour and 45 min		2	0
7. hour and 46 min to 2		1	0
8. 2 hours to 2 and 15		2	0
9. longer than 2 hours and 15		2	1
Watching TV (No. 117)			
0. 0-15 minutes per day		14	
1. 16-30 minutes		5	
2. 31-45 minutes		3	
3. 46-60 minutes		3	
4. hour to hour and 15 min		3	
5. hour and 16 min to 1.5		1	
6. 1.5 hours to hour and 45		1	
9. longer than 2 hours and 15		4	
Watching TV (No. 117)			
0. 0-30 minutes per week			78
1. 0.5-1 hour			9
2. 1-1.5 hours			3
3. 1.5-2 hours			4
4. 2-2.5 hours			3
5. 2.5-3 hours			3
6. 3-3.5 hours			2
9. longer than 4.5 hours			1

Table 2: Demographic Differences

	Americans		Japanese in US		Japanese		T-Test AJu	AJ	JuJ
Nos.	Mean	S.D.	Mean	S.D.	Mean	S.D.			
108	.63	1.08	.50	.51	.56	.89			
109	1.00	.23	.29	.46	1.00	.14	*		-*
110	.93	.99	4.50	2.40	1.85	.49	-*	-*	*
111	0	0	1.00	.25	1.00	.30	-*	-*	
112			3.82	2.83	4.32	1.13			
113			2.50	3.22	.09	.70			*
114			3.65	3.67	.09	.71			*
115			3.79	2.75	.18	.95			*
116			2.88	2.84	.22	1.06			*
117			2.32	2.98	.73	1.65			*

(A = Americans, Ju = Japanese in US, J = Japanese)

(* or -* significant in T-Test; minus means t value is negative)

All three groups had similar male-to-female ratios (108). Japanese in US included about two thirds graduate students; the other two groups included only undergraduate students (109). Americans were, on average, younger than Japanese, and Japanese were younger than Japanese in US (110).

Japanese and Japanese in US had similar experiences with English study in Japan (112). However, Japanese in US had significantly more exposure to English than Japanese did (Nos. 113, 114, 115, 116, 117).

The mean ratings of politeness in each of the four situations and the grand mean of all four situations were computed. For Americans, ANOVA shows that there are no significant differences in those five means caused by age or sex differences.

As for Japanese in US, males perceived requests in Situation

III to be more polite than females did (5.92; 5.13; F=4.18). Also, the grand mean for males was lower than the grand mean for females, indicating that overall, males perceived requests as being more polite than females did (5.38; 4.73; F=6.5). There are no significant differences between graduate students and undergraduate students or among age groups. Males had studied English in the US significantly longer than females had (3.81; 1.41; F=5.10). Except for the length of time spent studying English in the US, there were no significant differences between females and males, graduate and undergraduate students, or among age groups. Differences in experience studying English did not make a significant difference in their perceptions of politeness in requests.

As for Japanese in Japan, there were no significant differences between females and males or among age groups in their perceptions of the politeness of requests. There were no significant differences in amount of experience studying English between females and males or among age groups. Different amounts of experience studying English did not make any significant difference in perception of politeness, either.

As a whole, sex, status, age, and amount of experience studying English in each group did not have much effect on perceptions of politeness.

Of the three groups, the only group that included graduate students was Japanese in US. They were also significantly older than Japanese and Americans, and Japanese were significantly older than Americans. However, the ratios of females and males

were not significantly different among these three groups. Between the two Japanese groups, there was no significant difference in the amount of time they had spent studying English in Japan, but Japanese in US had significantly more exposure to English and had spent more time studying English than Japanese had.

These three groups were different in terms of their ages, and the two Japanese groups had different amounts of exposure to English and amounts of English study.

The mean and the standard deviation for each request by each group is shown in Table 3. The rank indicates the order of perception of politeness from the highest to the lowest in each situation by each group. T-tests were run between groups and "*" indicates that significant differences were found; a negative indicates that the mean score of the former groups is smaller than the mean score of the latter group.

Table 3: Perception of Politeness of Requests

	Americans			Japanese in US			Japanese			T-Test		
	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	AJu	AJ	JuJ
I												
1	5.95	1.82	1	7.41	1.08	1	6.04	2.17	3	-*		*
2	3.31	1.96	12	6.06	2.12	3	6.18	2.45	2	-*	-*	
3	4.96	1.96	4	4.47	1.83	5	3.55	2.17	11		*	*
4	2.84	1.76	14	3.47	2.26	11	3.68	2.24	10		-*	
5	3.50	2.02	8	4.06	1.83	8	3.48	2.03	12			
6	2.90	1.63	13	3.88	2.01	9	3.88	2.21	9	-*	-*	
7	3.33	1.88	11	3.00	1.84	13	2.58	1.95	15		*	
8	2.78	1.68	15	2.97	2.08	14	3.02	2.02	14			
9	5.83	1.99	2	7.26	1.38	2	6.94	1.94	1	-*	-*	
10	4.06	1.79	5	4.47	2.09	5	4.68	1.86	7		-*	
11	3.49	1.69	9	4.18	2.14	7	5.06	1.86	4		-*	-*
12	5.69	2.04	3	5.00	1.86	4	4.99	2.19	5		*	
13	3.88	2.06	6	3.09	1.88	12	3.91	1.95	8			-*
14	3.83	1.82	7	3.59	2.05	10	4.75	2.19	6		-*	-*
15	3.45	1.79	10	2.65	1.56	15	3.40	1.99	13	*		-*
16	1.48	1.69	16	.64	1.25	16	.46	1.14	16	*	*	
Mean	3.83	1.15		4.13	1.17		4.16	1.26				
II												
17	5.46	1.99	4	4.18	1.85	7	3.36	1.83	9	*	*	*
18	4.98	1.96	6	3.74	2.08	9	3.56	1.97	8	*	*	
19	4.96	2.05	8	3.06	1.94	10	3.30	1.96	10	*	*	
20	2.34	1.88	12	.82	1.82	12	.59	1.65	12	*	*	
21	7.51	1.82	1	8.18	1.00	1	6.69	1.99	3	-*	*	*
22	6.99	1.91	3	7.94	1.10	2	7.04	1.68	1	-*		*
23	7.24	1.67	2	7.79	1.18	3	6.78	1.86	2	-*		*
24	5.03	1.97	5	6.85	1.11	4	5.26	1.85	4	-*		*
25	4.98	2.12	6	4.59	1.56	5	4.84	1.98	5			
26	4.56	2.01	10	4.50	1.90	6	4.77	2.15	7			
27	4.78	2.03	9	4.15	1.93	8	4.78	2.27	6			
28	3.09	2.03	11	3.03	1.82	11	3.01	2.10	11			
Mean	5.16	1.22		4.90	.87		4.50	1.06			*	*

Table 3: (Continued)

	Americans			Japanese in US			Japanese			T-Test		
	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	AJu	AJ	JuJ
III												
29	4.36	2.00	11	5.94	2.00	8	5.47	1.72	7	-*	-*	
30	4.96	1.74	9	5.50	1.78	9	4.47	1.73	10			*
31	4.78	2.04	10	4.47	1.97	12	4.73	1.90	9			
32	3.89	1.91	15	4.47	2.05	12	4.14	1.72	12			
33	5.68	2.06	7	6.35	2.50	6	6.14	2.25	3			
34	2.49	2.51	17	2.00	2.52	17	1.12	1.92	17		*	
35	5.40	1.8	8	6.71	1.99	5	6.32	1.72	2	-*	-*	
36	6.30	1.92	5	7.38	1.74	3	6.02	1.87	5	-*		*
37	4.19	1.95	12	4.85	1.89	11	4.28	2.18	11			
38	4.10	2.23	13	4.44	1.80	14	3.83	1.90	13			
39	6.49	2.10	4	6.26	2.17	7	5.31	2.01	8		*	*
40	3.86	2.22	16	3.53	2.26	16	2.52	2.33	16		*	*
41	5.96	1.98	6	5.26	2.15	10	3.47	1.83	15		*	*
42	6.69	1.82	2	6.88	1.95	4	5.81	2.27	6		*	*
43	7.68	1.62	1	7.91	1.36	1	6.55	2.21	1		*	*
44	6.65	2.03	3	7.68	1.17	2	6.08	1.83	4	-*	*	*
45	3.99	2.08	14	4.26	2.12	15	3.49	1.83	14			*
Mean	5.14	1.10		5.52	1.18		4.69	.99			*	*
IV												
46	2.25	2.21	14	2.12	1.86	15	2.08	1.69	15			
47	6.44	1.68	4	7.53	1.83	3	6.20	1.90	6	-*		*
48	6.18	1.78	6	6.03	1.75	8	5.17	1.55	8		*	*
49	2.19	2.06	15	3.76	1.58	14	3.33	1.64	14	-*	-*	
50	6.13	1.66	7	6.18	1.59	7	5.33	1.88	7		*	*
51	5.43	2.16	10	7.09	1.62	6	6.71	1.61	4	-*	-*	
52	2.99	2.30	13	4.50	1.80	12	4.71	1.68	12	-*	-*	
53	5.84	2.07	8	5.21	1.87	11	4.38	1.93	13		*	*
54	5.70	2.21	9	5.30	1.94	9	4.85	1.89	9		*	
55	5.34	2.24	11	5.26	1.86	10	4.84	1.66	11			
56	7.45	1.31	1	7.47	1.29	5	6.29	1.44	5		*	*
57	6.79	1.62	3	8.12	.91	2	7.52	1.08	2	-*	-*	*
58	7.14	1.83	2	8.44	.93	1	8.09	1.46	1	-*	-*	
59	6.31	2.14	5	7.50	1.31	4	6.76	1.81	3	-*		*
60	3.91	2.33	12	4.09	2.25	13	4.85	2.71	10		-*	
61	1.85	2.04	16	1.41	1.48	16	.93	1.66	16		*	
Mean	5.12	1.13		5.60	1.04		5.12	.88		-*		*
G Mean	4.79	.87		5.06	.81		4.63	.76				*

(A = Americans, Ju = Japanese in US, J = Japanese)
(* or -* significant in T-Test, minus means t value is negative)

Situation I. Only ratings of "Open the window, could you?" (5) and "Open the window, can't you?" (8) were not significantly different among the three groups. All groups perceived the imperative form as being the least polite, but Japanese groups perceived it as being much less polite than Americans did. Americans rated "Could you..." (1), "Would you..." (9), "Will you..." (12), "Can you..." (3), "..., would you?" (10), "..., will you?" (13), in that order of politeness. Both Japanese groups rated the first three as being fairly polite, but Japanese rated "Can you..." (3) fairly low. Both Japanese groups rated "Couldn't you..." (2) as being very polite even though it is negatively worded and Americans rated it as being less polite. Japanese tended to rate some negatively worded requests as being polite (Nos. 2, 11, 14), though the highest negatively worded request by Americans was "Won't you..." (14), which was rated seventh. Japanese groups rated "Can't you..." (4) similarly with Americans, but the Japanese groups tended to rate negatively worded requests as being more polite than Americans did.

Situation II. As in Situation I, an imperative without "please," "sir," or a name (20) was rated as being least polite by all three groups, though there was a significant difference between the ratings of the Americans and the two Japanese groups. "You might..." without a tag (28) was the second least polite. All groups chose "Would you..." with the three tags (Nos. 21, 22, & 23) as the three most polite requests, though the order was different, and "Would you..." without a tag (24) either the fourth or fifth most polite. There was no significant difference

among three groups for the requests with "You might..." with or without tags (Nos. 25, 26, 27, & 28). Japanese tend to perceive requests with "please" as less polite than Americans do. Japanese perceive imperatives, whether with "please," "sir," name, or no tag (Nos. 17, 18, 19, & 20), as less polite than Americans do. Japanese in US tend to perceive any request with "Would you..." as more polite than Japanese and Americans, even though Americans and Japanese do not have significant difference except with the tag "please." As a whole, Americans and Japanese in US perceive requests as being more polite than Japanese do.

Situation III. All three groups perceived imperatives as being least polite, Japanese more so than Americans. All three groups also perceived "Why don't you..." (40) as the second least polite, and the Japanese perceived it as less polite than the other two groups. All three groups perceived the imperative with "Can you..." (45) as the third or fourth least polite and one with "Will you..." (38) as the fourth or fifth least polite. However, the imperative with "please" (41) was perceived as being much ruder by Japanese than the other two groups. Declaratives (Nos. 31, 32, 33, and 38) were not perceived differently by the three groups. All three groups perceived "I would appreciate it if..." (43) as being most polite, but Japanese rated it as less polite than the other two groups. All three groups also perceived "I wonder if..." (42) as being very polite, but Japanese rated it as less polite than the other two groups did. Japanese perceived less polite than two other groups for Nos. 39-44. Japanese in US perceived "Could you possibly..." (44) as being

more polite than Americans did. The two Japanese groups perceived "Would you..." (35) as being more polite than Americans did. Japanese in the US perceived "May I..." (36) as being more polite than Americans and Japanese did. Overall, Americans and Japanese in US perceived requests as being more polite than Japanese did.

Situation IV. All three groups perceived "A glass of water," (61) as being least polite, and Japanese in US rated it as being lower than the other two groups did. They perceived the imperative (46) and "I want..." (49) as the second and third least polite. Americans perceived the latter as being less polite than the two Japanese groups did. The two Japanese groups rated "Would you mind..." (58) as the most polite, and more polite than Americans did. Americans perceived "May I..." (56) as being most polite, and Americans and Japanese in US perceived it as being more polite than Japanese did. Japanese in US perceived "Would you..." (57) as being more polite than the other two groups, and Japanese rated it as more polite than Americans did. Also, all three groups perceived "Do you mind..." (59) as being polite, and Japanese in US perceived it as being more polite than Americans and Japanese did. Japanese in US perceived "Could you..." (47) as being more polite than Americans and Japanese did. Americans and Japanese in US perceived "Can you..." (Nos. 48 & 50) as being more polite than Japanese did. The two Japanese groups perceived "I would like..." (51) and "I will..." (52) as being more polite than Americans did. As for requests with "please", Americans and Japanese in US perceived "A

glass of water, please," (53) as being more polite than Japanese did, and Americans perceived the imperative with "please" as being more polite than Japanese did. However, there were no significant differences among the ratings of the three groups for "I want a glass of water, please." (55). Overall Japanese in US perceived requests as being more polite than Americans and Japanese.

Summary and conclusions. Across the four situations, there were no significant differences in perception of politeness of requests between Americans and the two Japanese groups, but Japanese in US perceived requests as being more polite than Japanese did.

Across the four situations, all three groups perceived the imperative form as being least polite (H_3, H_4, & H_7). Americans perceived it as being more polite than Japanese did, except for No. 46, and in situations I and II, Americans and Japanese in US perceived the imperative as being more polite than Japanese did.

As for imperative with a tag question, Americans perceived positively worded forms as being more polite than negatively worded forms and past tense forms as being more polite than present tense forms. However, Japanese responses were the opposite. Japanese in US perceived past tense forms as being more polite than present tense forms, but they perceived positively worded forms as being more polite than negatively worded forms (H_9 & H_{12}).

Americans and Japanese both perceived interrogatives as being more polite than imperatives or imperatives with a tag

question. Japanese in US perceived politeness of requests similarly to Americans (H_4 & H_5).

All three groups perceived interrogatives as being more polite than imperatives and declaratives in Situation II (H_2 & H_4). For Americans and Japanese in US, requests with "please" are more polite than requests with "sir", name, or without a tag, but for Japanese, this is not necessarily true (H_{13}).

All three groups perceived negative politeness as being very polite, but Americans did more so than Japanese (Nos. 39, 42, 43, 44) (H_{16}).

Americans perceived any request which starts with "I" as being impolite, less polite than either of the two Japanese groups did. However, there were no differences among the three groups for requests with "please". All three groups perceived "How about..." (60) as being impolite. Americans perceived "May I..." (Nos. 36 & 56) as being most polite and Americans and Japanese in US perceived it as being more polite than Japanese did. All three groups perceived "Would you mind..." (58) and "Do you mind..." (59) as being polite, and the two Japanese groups perceived the former as being more polite than Americans did. Japanese in US perceived the latter as being more polite than the other two groups did.

Of the forms generally rated as being least polite, the Japanese groups, especially Japanese in Japan, rated these forms as being less polite than Americans did. This would tend to contradict H_{18}, since Japanese would be less likely to use these very impolite forms.

Relationship between ratings of politeness and ratings of frequency. The following are the results of the frequency ratings for occurrence of forms of requests (second section in the questionnaire). The higher the score, the more frequently they are perceived to occur.

Table 4: Frequency of Use of Requests

Q Nos.	Americans		Japanese		T-Test
	Mean	S.D.	Mean	S.D.	
62	6.30	2.36	6.32	2.41	
63	2.95	2.06	2.67	2.52	
64	6.48	2.15	5.97	2.56	
65	2.90	2.08	2.85	2.46	
66	2.39	2.10	3.74	2.63	-*
67	1.67	1.47	2.44	2.55	-*
68	2.69	2.34	2.65	2.53	
69	1.71	1.34	2.38	2.45	
70	6.65	2.16	6.74	2.35	
71	3.31	2.37	4.00	2.52	
72	6.78	2.19	5.50	2.69	*
73	3.32	2.36	3.94	2.33	
74	3.43	2.27	3.62	2.76	
75	2.77	2.30	2.79	2.13	
76	6.48	2.42	6.33	2.48	
77	4.79	2.50	3.21	2.57	*
78	4.64	2.41	3.53	2.51	*
79	4.94	2.90	3.88	2.26	
80	7.10	2.17	7.12	2.25	
81	5.81	2.33	4.97	2.74	
82	5.53	2.38	5.24	2.55	
83	5.84	2.63	6.76	2.20	
84	3.20	2.34	2.35	1.87	
85	2.83	2.18	1.82	1.78	*
86	2.89	2.14	1.88	1.68	*
87	2.74	2.23	2.03	1.74	
88	2.68	2.43	2.35	1.92	
89	4.95	2.52	5.32	2.25	
90	5.86	2.61	6.38	2.31	
91	4.89	2.83	6.00	2.39	-*
92	5.09	2.48	3.62	2.47	*
93	3.70	2.08	5.33	2.77	-*
94	4.69	2.51	4.71	2.37	
95	6.25	2.15	4.03	3.12	*
96	5.11	2.21	3.82	2.47	*
97	5.42	2.58	6.03	2.52	
98	6.84	1.97	7.27	1.89	
99	6.08	2.29	6.79	2.48	
100	3.83	2.52	4.58	2.76	
101	5.83	2.42	7.12	2.25	-*
102	5.84	2.22	5.68	2.23	
103	7.14	1.85	6.21	2.75	*
104	6.18	2.28	5.32	1.13	
105	4.69	2.32	4.09	2.70	
106	5.01	2.17	4.65	2.89	
107	2.22	2.27	3.65	2.96	-*

The two groups did not perceive the frequency of requests very differently (r = .85). Only 15 items out of 46 were significantly different. Americans perceived "Will you..." (72), "(imperative), sir" (77), "(imperative), (title and name)" (78), "You might..., sir" (85), "You might..., (title and name)" (86), "Can you possibly..." (92), "I would appreciate it..." (95), "Could you possibly..." (96), and "May I have..." (103) as occurring more frequently than Japanese did. Japanese perceived "..., could you?" (66), "Couldn't you..." (67), "May I..." (91), "Why don't you..." (93), "(elliptical imperative), please" (101), and "(elliptical imperative)" (107) as occurring more frequently than Americans did.

Americans perceived requests with "sir", title and name, or "possibly" as occurring more frequently than Japanese did. Japanese perceived a tag question with "could" and "couldn't", and elliptical imperative forms as occurring more frequently. Japanese perceived two requests using "May I..." (Nos. 103 & 91) as occurring with almost the same frequency (6.21 & 6.00), but Americans perceived them very differently (7.14 & 4.89). This indicates that Americans use request forms with "May I..." in only limited situations, and they would often use it in Situation IV but not in Situation III. However, Japanese did not notice this difference.

We computed the correlation between the standard deviations for Items 1 to 61 (except 11) and means of frequency use of requests of the same request forms (Items 62-107) for both Americans and Japanese in US to determine whether the dispersion

of perceptions of politeness in requests is larger when the request is perceived as being less frequently used. The correlation is -.15 for Americans and -.31 for Japanese in US. The former is not significant, but the latter is, indicating that Japanese in US tended to perceive more difference in politeness if they hear the request form less frequently. This result tends to support H_{17} for Japanese in US only.

We also calculated correlations of means of politeness among the three groups in different situations. The results appear in Table 5.

Table 5: Correlations of Perception of Politeness among Three Groups

Situation I		
	Japanese in US	Japanese
Americans	.81	.73
Japanese in US		.92
Situation II		
	Japanese in US	Japanese
Americans	.90	.89
Japanese in US		.96
Situation III		
	Japanese in US	Japanese
Americans	.91	.80
Japanese in US		.94
Situation IV		
	Japanese in US	Japanese
Americans	.92	.85
Japanese in US		.97
Situation I & II		
	Japanese in US	Japanese
Americans	.84	.77
Japanese in US		.94
Situation I - IV		
	Japanese in US	Japanese
Americans	.89	.81
Japanese in US		.94

All correlations are above .72 and very high. All of them are significant. The correlations between Japanese in US and Japanese are above .92 and are the highest correlations in every situation. The correlations between Americans and Japanese are less than .90 and lowest. These data show that Japanese in US and Japanese have the highest correlations and perceive politeness in requests most similarly. The next highest correlations are between Americans and Japanese in US. Americans and Japanese perceive politeness least similarly, though correlations are between .73 and .89, and they are very high.

Factor Analyses

We ran exploratory factor analyses with varimax rotation using SPSS for each situation for each group. Factors with an eigenvalue of greater than 1 were retained, and variables with a factor loading of greater than .5 were considered to load on that factor. The results are shown in Table 6. The eigenvalue is shown below the factor number, with the percentage of common variance accounted for in parentheses.

Table 6: Factor Analyses: Situation I

Americans

Factor 1		Factor 2		Factor 3	
6.20 (62.5)		1.65 (16.6)		1.40 (14.1)	
9	.58	5	.81	1	.69
10	.63	6	.75	2	.77
11	.60	7	.77	3	.55
12	.66	8	.57	4	.52
13	.78				
14	.72				
15	.81				

Table 6: (Continued)

Japanese in US

Factor 1		Factor 2		Factor 3	
6.62 (59.3)		1.93 (17.3)		1.83 (16.4)	
5	.92	12	.77	2	.52
6	.71	14	.76	3	.55
7	.83	15	.60	4	.87
8	.71				
10	.91				
11	.84				
13	.59				
15	.61				

Japanese

Factor 1		Factor 2		Factor 3	
6.19 (59.9)		2.03 (19.7)		1.11 (10.7)	
5	.73	12	.73	1	.63
6	.68	13	.70	2	.95
7	.54	14	.70	4	.54
8	.67				
10	.70				
11	.71				
15	.52				

Situation I. For Americans, all requests except an imperative form (16) load on three factors: Nos. 9-15 on factor 1, which accounts for 63% of variance, Nos. 5-8 on factor 2 (17%), and Nos. 1-4 on factor 3 (14%).

For factors clustered by modals, "will" and "would" cluster on factor 1, and "can" and "could" cluster on factors 2 and 3. None of the factors has "will" and "can" and their past tense forms together.

In factor 1, interrogative forms and imperative forms with tag questions cluster on one factor for "will" and "would".

However, for factors 2 and 3, imperative forms with tag questions and interrogative forms cluster on factors for "can" and "could".

None of the factors are clustered by tense of modal. Tense is not an important element for clustering factors for either modal.

For Japanese in US, Nos. 1, 9 and 16 did not load on any factor. Imperative forms with tag questions form factor 1, which accounts for 59% of the variance. Interrogatives form factors 2 and 3: "will" and "would" form factor 2, and "can" and "could" form factor 3.

Either imperative forms with a tag question or interrogatives are the most important element, and then the difference of modals. For this group, the tense is not an element in forming a factor.

For Japanese, Nos. 3, 9 and 16 did not load on any factor. The factor loadings are irregular for this group. Imperative forms with tag questions cluster on factor 1, which accounts for 60% of the variance, but No. 13 clusters with Nos. 12 & 14 on factor 2. That is, factor 2 is "will". "Can" and "could" cluster on factor 3.

None of the factors is clustered by tense of the modal.

For Americans, the most important factor is the difference between modals, and the second most important is the difference between imperative forms with a tag question and interrogative forms. Modals of "will" and "would" did not form two different factors. However, for both Japanese groups, the most important difference is between imperative forms with a tag question and

interrogative forms, and the next is the difference between modals. In any group, the difference between tenses of modals did not form any factors.

Table 7: Factor Analysis: Situation II

Americans

Factor 1		Factor 2		Factor 3	
4.47 (57.3)		1.90 (24.4)		1.43 (18.3)	
25	.81	21	.59	17	.65
26	.91	22	.98	18	.89
27	.85	23	.78	19	.83
28	.71	24	.57	20	.59

Japanese in US

Factor 1		Factor 2		Factor 3	
3.59 (42.8)		3.23 (38.5)		1.56 (18.6)	
25	.84	21	.79	17	1.00
26	.97	22	.77	18	.79
27	.95	23	.89		
28	.89	24	.85		

Japanese

Factor 1		Factor 2		Factor 3	
3.63 (39.7)		2.80 (30.7)		1.94 (21.2)	
25	.89	21	.91	17	.77
26	.93	22	.74	18	.91
27	.94	23	.81	19	.77
28	.89	24	.79		

Situation II. For Americans, all requests loaded on 3 factors. Factors are clustered by differences of declarative forms, interrogative forms and imperative forms. Declarative forms account for 57% of the variance, interrogative, 24%, and imperative 18%. Items did not cluster by the addition of the

tags "please", "sir" or the title and last name.

Responses of Japanese in US clustered similarly to Americans' responses. The only differences are that Nos. 19 & 20 did not load on factor 3, and declarative forms account for 42% of the variance, interrogative forms for 39% and imperative forms for 19%. That is, interrogative forms account for much more variance and declarative forms for much less compared with Americans.

For Japanese, factors are very similar to the other two groups. However, No. 20 did not load on factor 3. Also, the three factors account for less variance (92%) compared with the Americans (99%) and Japanese in US (100%). Japanese use other elements to cluster factors.

The factors are very similar for all three groups. Factors are clustered according to the different forms, declarative, interrogative or imperative, rather than with by the presence or absence of a tag. Factor 1 ("You might...") accounted for more of the variance for Americans than for either of the Japanese groups. No. 20 did not cluster with Nos. 17 & 18 for either Japanese group. This is probably because Japanese would not think of using "Speak louder," to a professor, since it would be too rude in Japanese culture.

Table 8: Factor Analysis: Situations I & II

Americans

Factor 1		Factor 2		Factor 3		Factor 4		Factor 5		Factor 6	
7.36 (39.9)		3.75 (20.3)		2.36 (12.8)		1.92 (10.4)		1.22 (6.6)		1.05 (5.7)	
5	.79	9	.66	25	.82	21	.57	17	.69	1	.68
6	.79	10	.51	26	.92	22	.92	18	.89	2	.70
7	.79	12	.71	27	.82	23	.81	19	.80	3	.57
8	.69	13	.70	28	.68	24	.55	20	.58	4	.52
		14	.66								
		15	.72								

Japanese in US

Factor 1		Factor 2		Factor 3		Factor 4		Factor 5		Factor 6	
7.89 (36.3)		4.78 (22.0)		2.82 (13.0)		2.51 (11.5)		1.65 (7.6)		1.26 (5.8)	
5	.89	1	.50	25	.86	1	.53	12	.62	16	.76
6	.78	9	.56	26	.95	2	.67	14	.83	17	.61
7	.72	21	.84	27	.94	3	.63	15	.61	20	.80
8	.60	22	.75	28	.91	4	.55				
10	.92	23	.84			19	.55				
11	.89	24	.87								
13	.59										
15	.62										

Japanese

Factor 1		Factor 2		Factor 3		Factor 4		Factor 5		Factor 6	
7.60 (39.2)		3.07 (15.8)		2.91 (15.0)		2.07 (10.7)		1.93 (9.8)		1.03 (5.3)	
25	.84	5	.65	21	.86	1	.61	17	.78	12	.62
26	.91	6	.57	22	.79	2	.78	18	.90	13	.67
27	.89	8	.58	23	.69	3	.54	19	.69	14	.65
28	.91	10	.83	24	.80	4	.73				
		11	.75			5	.52				
						6	.61				

Situation I & II. Since both situations I and II are similar, making a request of a stranger who is of higher status (a professor), we ran a factor analysis for a combination of the two situations for the three groups.

For Americans, Nos. 11 & 16 did not load on any of the six factors. Other requests clustered on the six factors as they did in the two situations as we explained previously. Imperative forms with a tag question of "can" or "could" account for 40% of the variance, the modals "will" and "would" for 20%, the declarative forms, "You might..." for 13%, the interrogative forms "Would you..." for 10%, the imperative forms for 7%, and the interrogative forms with "can" and "could" for 6%. Still, there is clear separation between the two modals. Three factors in Situation II are inserted before the third factor in Situation I. However, factors 1 & 2 in Situation I are reversed in the combined case, and imperative forms with a tag question account for the greatest amount of variance when the two situations are combined.

For Japanese in US, only No. 18 did not load on any of the six factors. The factors are slightly irregular. Factor 1 (Nos. 5, 6, 7, 8, 10, 11, 13, & 15) is made up of imperative forms with tag questions ("can", "could", "will", and "would") and accounts 37% of variance. Factor 2 is new and is made up of the past tense of modals "could" and "would" in interrogative forms (22%). Factor 3 is the declarative forms (13%). Factor 4 is interrogative forms with "can" or "could" (12%). Factor 5 is the modal "will" (8%). Factor 6 is very unique and imperative forms with or without "please" (6%), which did not cluster in individual situations.

For Japanese, Nos. 7, 9, 15, 16 and 20 did not load on any of the six factors. Factor 1 is the declarative forms and

accounts for 39% of variance. Factor 2 is imperative forms with tag questions (16%). Factor 3 is interrogative forms with "Would you..." (15%). Factor 4 is the modals "can" or "could" (10%). Factor 5 is imperative forms (10%). Factor 6 is the modal "will" (5%).

For Americans and Japanese in US, imperative forms with a tag question account for the largest amount of the variance (about 40%) but for Japanese, that factor accounts for only 16% of the variance. For Japanese, the declarative forms account for the greatest amount of variance (39%), but for Americans and Japanese in US, they account for only 13% of the variance. Americans form a factor for "will" and "would", but the two Japanese groups form a factor for only "will". Japanese in US are unique and do not form a factor for "Would you..." but form one for past tense, even though the other two groups do not.

Table 9: Factor Analysis: Situation III

Americans

Factor 1		Factor 2	
4.97 (52.4)		1.89 (20.0)	
29	.79	36	.57
30	.70	37	.57
31	.69	39	.55
32	.60	41	.59
34	.57		

Japanese in US

Factor 1		Factor 2		Factor 3		Factor 4	
6.18 (54.5)		1.93 (17.0)		1.27 (11.2)		1.13 (10.0)	
37	.66	36	.58	29	.62	35	.96
38	.75	39	.71	30	.67		
40	.68	42	.81	31	.82		
41	.64	43	.70	34	.68		
45	.69	44	.71				

Japanese

Factor 1		Factor 2		Factor 3	
4.02 (44.6)		1.89 (21.0)		1.30 (14.4)	
37	.62	39	.51	35	.62
38	.93	42	.63	36	.75
41	.64	43	.70		
45	.60	44	.72		

Situation III. For Americans, Nos. 33, 35, 38, 40, 42, 43, 44, and 45 did not load on either of the two factors. The factors do not cluster clearly according to any one form or tense. Factor 1 (Nos. 29, 30, 31, 32, 34) includes interrogative, declarative and imperative forms. It accounts for 52% of the variance. Factor 2 includes all these three forms, but they are more polite (20%). Both factors together explain

only 72% of variance.

For Japanese in US, Nos. 32 & 33 did not load on any of the four factors. Again, the factors do not seem to cluster according to any one form or tense. Factor 1 (Nos. 37, 38, 40, 41, and 45) includes imperative forms with a tag question or "please", the declarative form "You might...", and "Why don't you...", and accounts for 55% of the variance. These are slightly more polite than imperative forms. Factor 2 is indirect requests, most of them using negative politeness (17%). Factor 3 (Nos. 29, 30, 31 and 34) includes interrogative, declarative and imperative forms, and they do not seem to have any elements in common, though this factor accounts for 11% of variance. The interrogative form with "Would you..." forms one factor by itself (10%).

For Japanese, Nos. 29, 30, 31, 32, 33, 34, & 40 did not load on any of the three factors. Factor 1 includes declarative forms and imperative forms with a tag question or "please". It accounts for 45% of the variance. Factor 2 is made up of requests that use negative politeness (21%). Factor 3 is interrogative forms (14%).

All three groups show a much more complex clustering of factors than in previous cases. Both Japanese groups have a very strong sense of negative politeness, even though it did not form a factor for Americans. Both Japanese groups also perceived imperative forms with a tag question and "please" as being similar, and they cluster on one factor, though they do not for Americans.

Table 10: Factor Analysis: Situation IV

Americans

Factor 1		Factor 2		Factor 3	
5.13 (54.3)		2.07 (21.9)		1.26 (13.3)	
47	.70	46	.67	53	.62
48	.82	49	.87	54	.86
50	.79	52	.46	55	.78
51	.50	61	.67		
56	.48				
57	.56				

Japanese in US

Factor 1		Factor 2		Factor 3	
6.54 (66.5)		2.03 (20.7)		1.26 (12.8)	
46	.69	47	.89	58	.77
49	.82	48	.61	59	.84
52	.75	50	.74		
53	.59	51	.62		
54	.60	54	.52		
55	.73	57	.73		
60	.65				
61	.61				

Japanese

Factor 1		Factor 2		Factor 3	
4.05 (43.7)		2.18 (23.6)		1.38 (15.0)	
53	.82	47	.88	56	.56
54	.80	48	.66	57	.77
55	.82	50	.65	58	.56

Situation IV. For Americans, Nos. 58, 59 and 60 did not load on any of the three factors. Declarative and interrogative forms cluster on factor 1 and account for 54% of the variance. Factor 2 is made up of imperative and declarative forms (these declarative forms show stronger demands) and accounts for 22% of

the variance. Factor 3 is imperative and declarative forms with "please", and accounts for 13% of the variance.

For Japanese in US, only No. 56 did not load on any of the three factors. Factor 1 is declarative and imperative forms, and one irregular interrogative form ("How about..."), and it accounts for 67% of variance. Factor 2 is interrogative forms, with one declarative form "I would like to..." (51) and one imperative with "please" (54) (21%). Factor 3 has forms that use negative politeness (13%).

For Japanese, Nos. 46, 49, 51, 52, 59, 60, and 61 did not load on any of the three factors. Factor 1 is formed with "please", and it accounts for 44% of variance. Factor 2 is interrogative with "can" or "could" (24%). Factor 3 is interrogative forms with "may" or "would".

Americans cluster forms with "please" on one factor. The difference between factors 1 and 2 is not clear. Japanese in US appear to view interrogatives as being different from declarative and imperative forms. They also emphasize the negative politeness. Japanese cluster forms with "please" on one factor as Americans do, but they do not cluster forms that use negative politeness on one factor. For them, interrogative forms cluster on factors, but the difference of modals are also important and have an influence on the clustering of the different factors.

Figure 1: Degrees of Politeness

Situation I

Mean	Americans
5.95	1. Could you open the window?
5.83	9. Would you open the window?
5.69	12. Will you open the window?
4.96	3. Can you open the window?
4.06	10. Open the window, would you?
3.88	13. Open the window, will you?
3.83	14. Won't you open the window?
3.50	5. Open the window, could you?
3.49	11. Open the window, wouldn't you?
3.45	15. Open the window, won't you?
3.33	7. Open the window, can you?
3.31	2. Couldn't you open the window?
2.90	6. Open the window, couldn't you?
2.84	4. Can't you open the window?
2.78	8. Open the window, can't you?
1.48	16. Open the window.

Mean	Japanese in US
7.41	1. Could you open the window?
7.26	9. Would you open the window?
6.06	2. Couldn't you open the window?
5.00	12. Will you open the window?
4.47	3. Can you open the window?
4.47	10. Open the window, would you?
4.18	11. Open the window, wouldn't you?
4.06	5. Open the window, could you?
3.88	6. Open the window, couldn't you?
3.59	14. Won't you open the window?
3.47	4. Can't you open the window?
3.09	13. Open the window, will you?
3.00	7. Open the window, can you?
2.97	8. Open the window, can't you?
2.65	15. Open the window, won't you?
.64	16. Open the window.

Japanese

Mean		
6.94		9. Would you open the window?
6.18	┌	2. Couldn't you open the window?
6.04	└	1. Could you open the window?
5.06	┌	11. Open the window, wouldn't you?
4.99	├	12. Will you open the window?
4.75	├	14. Won't you open the window?
4.68	└	10. Open the window, would you?
3.91	┌	13. Open the window, will you?
3.88	├	6. Open the window, couldn't you?
3.68	├	4. Can't you open the window?
3.55	├	3. Can you open the window?
3.48	├	5. Open the window, could you?
3.40	├	15. Open the window, won't you?
3.02	└	8. Open the window, can't you?
2.58		7. Open the window, can you?
.46		16. Open the window.

Situation II

Americans

Mean		
7.51	┌	21. Would you speak louder, please?
7.24	├	23. Would you speak louder, Professor Smith?
6.99	└	22. Would you speak louder, sir?
5.46	┌	17. Speak louder, please.
5.03	├	24. Would you speak louder?
4.98	├	18. Speak louder, sir.
4.98	├	25. You might speak louder, please.
4.96	├	19. Speak louder, Professor Smith.
4.78	├	27. You might speak louder, Professor Smith.
4.56	└	26. You might speak louder, sir.
3.09		28. You might speak louder.
2.34		20. Speak louder.

Japanese in US

Mean		
8.18	┌	21. Would you speak louder, please?
7.94	├	22. Would you speak louder, sir?
7.79	└	23. Would you speak louder, Professor Smith?
6.85		24. Would you speak louder?
4.59	┌	25. You might speak louder, please.
4.50	├	26. You might speak louder, sir.
4.18	┌	17. Speak louder, please.
4.15	└	27. You might speak louder, Professor Smith.
3.74	┌	18. Speak louder, sir.
3.06	├	19. Speak louder, Professor Smith.
3.03	└	28. You might speak louder.
.82		20. Speak louder.

Japanese

Mean		
7.04	┌	22. Would you speak louder, sir?
6.78	└	23. Would you speak louder, Professor Smith?
6.69	┌	21. Would you speak louder, please?
5.26	┌	24. Would you speak louder?
4.84	├	25. You might speak louder, please.
4.78	├	27. You might speak louder, Professor Smith.
4.77	└	26. You might speak louder, sir.
3.56	┌	18. Speak louder, sir.
3.36	┌┼	17. Speak louder, please.
3.30	├┘	19. Speak louder, Professor Smith.
3.01	└	28. You might speak louder.
.59		20. Speak louder.

Situation III

Americans

Mean	
7.68	43. I would appreciate it if you could stop the newspaper.
6.69	42. I wonder if you could stop the newspaper.
6.65	44. Could you possibly stop the newspaper?
6.49	39. Can you possibly stop the newspaper?
6.30	36. May I stop the newspaper?
5.96	41. Stop the newspaper, please.
5.68	33. I would like you to stop the newspaper.
5.40	35. Would you stop the newspaper?
4.96	30. Can you stop the newspaper?
4.78	31. I request that you stop the newspaper.
4.36	29. Will you stop the newspaper?
4.19	37. You might stop the newspaper.
4.10	38. Stop the newspaper, will you?
3.99	45. Stop the newspaper, can you?
3.89	32. I want you to stop the newspaper.
3.86	40. Why don't you stop the newspaper?
2.49	34. Stop the newspaper.

Japanese in US

Mean	
7.91	43. I would appreciate it if you could stop the newspaper.
7.68	44. Could you possibly stop the newspaper?
7.38	36. May I stop the newspaper?
6.88	42. I wonder if you could stop the newspaper.
6.71	35. Would you stop the newspaper?
6.35	33. I would like you to stop the newspaper.
6.26	39. Can you possibly stop the newspaper?
5.94	29. Will you stop the newspaper?
5.50	30. Can you stop the newspaper?
5.26	41. Stop the newspaper, please.
4.85	37. You might stop the newspaper.
4.47	31. I request that you stop the newspaper.
4.47	32. I want you to stop the newspaper.
4.44	38. Stop the newspaper, will you?
4.26	45. Stop the newspaper, can you?
3.53	40. Why don't you stop the newspaper?
2.00	34. Stop the newspaper.

Japanese

Mean		
6.55		43. I would appreciate it if you could stop the newspaper.
6.32		35. Would you stop the newspaper?
6.14		33. I would like you to stop the newspaper.
6.08		44. Could you possibly stop the newspaper?
6.02		36. May I stop the newspaper?
5.81		42. I wonder if you could stop the newspaper.
5.47		29. Will you stop the newspaper?
5.31		39. Can you possibly stop the newspaper?
4.73		31. I request that you stop the newspaper.
4.47		30. Can you stop the newspaper?
4.28		37. You might stop the newspaper.
4.14		32. I want you to stop the newspaper.
3.83		38. Stop the newspaper, will you?
3.49		45. Stop the newspaper, can you?
3.47		41. Stop the newspaper, please.
2.52		40. Why don't you stop the newspaper?
1.12		34. Stop the newspaper.

Situation IV

Americans

Mean		
7.45		56. May I have a glass of water?
7.14		58. Would you mind bringing me a glass of water?
6.79		57. Would you bring me a glass of water?
6.44		47. Could you bring me a glass of water?
6.31		59. Do you mind bringing me a glass of water?
6.18		48. Can you bring me a glass of water?
6.13		50. Can I have a glass of water?
5.84		53. A glass of water, please.
5.70		54. Bring me a glass of water, please.
5.43		51. I would like to have a glass of water.
5.34		55. I want a glass of water, please.
3.91		60. How about bringing me a glass of water?
2.99		52. I will have a glass of water.
2.25		46. Bring me a glass of water.
2.19		49. I want a glass of water.
1.85		61. A glass of water.

Japanese in US

Mean	
8.44	58. Would you mind bringing me a glass of water?
8.12	57. Would you bring me a glass of water?
7.53	47. Could you bring me a glass of water?
7.50	59. Do you mind bringing me a glass of water?
7.47	56. May I have a glass of water?
7.09	51. I would like to have a glass of water.
6.18	50. Can I have a glass of water?
6.03	48. Can you bring me a glass of water?
5.30	54. Bring me a glass of water, please.
5.26	55. I want a glass of water, please.
5.21	53. A glass of water, please.
4.50	52. I will have a glass of water.
4.09	60. How about bringing me a glass of water?
3.76	49. I want a glass of water.
2.12	46. Bring me a glass of water.
1.41	61. A glass of water.

Japanese

Mean	
8.09	58. Would you mind bringing me a glass of water?
7.52	57. Would you bring me a glass of water?
6.76	59. Do you mind bringing me a glass of water?
6.71	51. I would like to have a glass of water.
6.29	56. May I have a glass of water?
6.20	47. Could you bring me a glass of water?
5.33	50. Can I have a glass of water?
5.17	48. Can you bring me a glass of water?
4.85	54. Bring me a glass of water, please.
4.85	60. How about bringing me a glass of water?
4.84	55. I want a glass of water, please.
4.71	52. I will have a glass of water.
4.38	53. A glass of water, please.
3.33	49. I want a glass of water.
2.08	46. Bring me a glass of water.
.93	61. A glass of water.

Degrees of Politeness

Figure 1 shows the orders and mean ratings of politeness for requests in each situation by each group. The numbers on the left side are the mean ratings. Spaces between one request form and the next indicates that there is a significant difference between politeness ratings for requests before and after the space. Requests connected by lines do not have significantly different politeness ratings.

Situation I. For Americans, there are five clearly different levels of politeness, and the third level can be divided into two levels, so there are six levels. Interrogatives with "could", "would" and "will" are most polite, and an interrogative with "can" is next. The third level is imperatives with a tag question with "would" and "will", and an interrogative with "won't". The next level is imperatives with a tag question with "could", "wouldn't", "won't" and "can", and an interrogative with "couldn't". The following level is imperatives with a tag question with "couldn't" and "can't", and an interrogative with "can't". The imperative is least polite.

From these results, we can conclude that interrogative forms are more polite than imperative forms with a tag question or the imperative form, and imperative forms with a tag question are more polite than the imperative form (H_4, H_5 & H_7). Past tense requests are more polite than present tense requests (H_9), however, they are not more polite than future tense requests (H_8). Requests with a modal are more polite than requests without one (H_{11}). Positively worded requests are more polite

than negatively worded requests (H_{12}).

For Japanese in US, the range of politeness levels, from .64 to 7.41, is larger than that of Americans (1.48 to 5.95). Interrogative forms with past tense modals were perceived as being very polite, and the Japanese in US gave them higher politeness ratings than Americans gave any requests. The interrogative form with "could" is most polite, that with "would" is the second most polite, and that with "wouldn't" is third.

Besides those three levels, there are two more clear politeness levels. The remaining forms other than the imperative are on the fourth level, and the imperative form is rated as being least polite. The fourth level is divided into three subgroups. The most polite subgroup is interrogative forms with present tense modals and an imperative form with a tag question with "would". The second group is imperative forms with a tag question with "could" and negative modals, and negatively worded interrogative forms with present or future tense modals. The third group is imperative forms with a tag question with future and present tense modals in either positive and negative forms.

From these results, we can conclude that interrogative forms are seen as being more polite than imperative forms (H_4). Interrogative requests are more polite than imperative requests with tag questions (H_5). Requests with a modal are more polite than requests without one (H_{11}). Past tense requests are more polite than future tense requests (H_8). Past tense requests are more polite than present tense requests (H_9). Positively-worded requests are more polite than negatively-worded requests in

interrogative forms (H_{12}), but there is no significant difference between negatively and positively worded tag questions.

Japanese in US tended to perceive negatively worded requests as more polite than Americans did, e.g., Japanese gave requests with "couldn't" higher ratings than Americans did. Japanese in US perceived past tense as being more important than differences in modals, though Americans did the opposite.

For Japanese, there are six clearly different politeness levels. The most polite request is an interrogative form with "would", and the second is the same form with "could" and "couldn't". The third is the same form with "will" and "won't", and also an imperative form with tag questions with "would" or "wouldn't". The least polite request is an imperative, and the second least is an imperative form with a tag question with "can".

From these results, we can conclude that interrogative forms are more polite than imperative forms or imperative forms with tag questions (H_4 & H_5). Past tense requests are more polite than present tense requests (H_9). Requests with a modal are more polite than requests without one (H_{11}). However, positively worded requests are not rated as being more polite than negatively worded requests. (Nos. 2 & 1, 12 & 14, 3 & 4 are not significantly different). Moreover, negatively worded tag questions are more polite than positively worded tag questions (Nos. 10 & 11, 5 & 6, 7 & 8 are significantly different) (H_{12}).

Compared with Americans, Japanese perceived negatively worded requests as being more polite. They perceived the modal

"will" as being more polite than "can". They perceived requests with "can" as being less polite. Compared with Japanese in US, they perceived negatively worded requests as being more polite.

Though the data show different degrees of politeness and orders, the general patterns of perception of politeness are similar, and an imperative form is rated as being least polite by all three groups. The data support hypotheses 2-8, except for H_1 for Japanese.

Situation II. There are four clear levels of politeness. The most polite requests are interrogative forms with "please", "sir" or "Professor Smith". The least polite request is the imperative form, and the second least is the declarative form without "please", "sir", or "Professor Smith".

The results show that interrogative forms are more polite than declarative forms (H_2), but they do not show that declarative forms are more polite than imperative forms (H_3). In the case of "You might..." and "Speak...", the modal form is not rated as being more polite, though it is in the case of "Would you..." and "Speak...". Requests with "please" are more polite than requests without it (H_{13}). Requests with "sir" are more polite than requests without it (H_{14}). Requests with the title and family name are more polite than requests without them (H_{15}).

The data do not show which makes a request more polite, "please", "sir" or the title and the family name.

For Japanese in US, there are four clear levels of politeness. The most polite is interrogative forms with "please", "sir", or the title and family name, and the second is

the same without any of these. The least polite is the imperative form. The third level are divided into two subgroups.

The results show that interrogative forms are more polite than declarative forms (H_2). Declarative forms are more polite than imperative forms (H_3). Requests with a modal are more polite than requests without one (H_{11}). Requests with "please", "sir", or the title and family name are more polite than requests a tag (H_{13}, H_{14}, & H_{15}). The data also show that requests with "please" are more polite than requests with the title and family name, which the data for Americans do not show.

For Japanese, there are four clear levels of politeness. The most polite requests are interrogative with "please", "sir", or the title and family name, and the second is the same without a tag and declarative with a tag, and the third is declarative forms without tags and imperative forms with tags. The least polite is the imperative form.

The results clearly show that interrogative forms are more polite than declarative forms (H_2), and declarative forms are more polite than imperative forms (H_3). This also means that requests with a modal are more polite than requests without one (H_{11}). Requests with "please", "sir", or the title and family name are more polite than requests without them (H_{13}, H_{14} & H_{15}). Requests with "please", "sir" or the title and family name are not significantly different in any of interrogative, declarative or imperative forms.

Though two Japanese groups show more dispersion of degrees of politeness than Americans, and the three groups show different

degrees and orders of politeness, the data of two Japanese groups support Hypotheses 2, 3, 11, 13, 14, and 15, and those of Americans support Hypotheses 2, 13. 14, and 15 and partially support H_{11}.

Situation III. For Americans, there are six clear levels of politeness. The most polite level is a request that uses negative politeness. The second most polite level has two subgroups. The upper group includes a request that uses negative politeness and requests with "possibly". The third level is a declarative and interrogative forms with "would". The fourth is an interrogative form with "can" and a declarative form with "I request...". The least polite is the imperative form.

The results show that requests with negative politeness and interrogative forms asked indirectly using "possibly" are most polite. An interrogative form with "May I..." is equally polite. An imperative form with "please" is also perceived as being very polite. The data does not support the hypothesis that interrogative forms are more polite than declarative forms (H_2). Declarative forms are more polite than imperative forms without "please" (H_3) but with "please", this hypothesis is not supported. An interrogative form with "can" is more polite than an imperative form with a tag question, but in the case of "will", this hypothesis is not supported (H_5). Past tense requests are more polite than future tense requests (Nos. 29 & 33) (H_8). Past tense requests are not significantly different from present tense (Nos. 39 & 44) (H_9). Requests with modals are not necessarily more polite than those without them (H_{11}).

For Japanese in US, there are four clear levels of politeness. As for Americans, the most polite is "I would appreciate it if..." Also as with Americans, the least polite is the imperative, but it is perceived as being much less polite by the Japanese than by Americans. The second least polite is "Why don't you...". The second level includes the rest and is very complicated.

Interrogative forms are not necessarily more polite than declarative forms (H_2), and declarative forms are not necessarily more polite than imperative forms, but they are more polite than imperative forms without "please" (H_3). However, interrogative forms are more polite than imperative forms except for "Why don't you..." (40). Interrogatives are more polite than imperatives with a tag question (Nos. 30 & 45, 29 & 38) (H_5). Past tense requests are more polite than future tense requests (Nos. 29 & 35) (H_8). Past tense requests are more polite than present tense requests (Nos. 39 & 44) (H_9). Requests with a modal are not necessarily more polite than those without it (H_{11}).

For Japanese, there are four clear levels of politeness. The first level includes negative politeness, interrogative forms with "possible", "would", "will", and "may" and one declarative form, "I would like you...". The least polite is an imperative form, and the second least is an interrogative form with "Why don't you...".

Compared with the other two groups, negative politeness is not perceived as being more polite than any request except ones with "possibly". Interrogative forms are not necessarily more

polite than declarative forms (H_2). However, interrogative and declarative forms are more polite than imperative forms with or without "please". Interrogatives are more polite than imperatives with tag questions (Nos. 30 & 45, 29 & 38) (H_5). Past tense requests are more polite than future or present tense requests (Nos. 39 & 44, 29 & 33) (H_8 & H_9). Requests with modals are not necessarily more polite than requests without them (H_{11}).

The data of the three groups do not support the hypothesis that interrogative forms are more polite than declarative forms. Declarative forms can have very different levels of politeness. Negative politeness is very polite, and a request with "I would like you..." is fairly polite. Even "I request that..." is perceived as being more polite than "Will you...". Japanese perceive negative politeness as being less polite than Americans did. The two Japanese groups perceive interrogatives as being more polite than imperatives with tag questions but Americans do only in the case of "can". This is probably because Japanese perceive a request with "Will you..." as being more polite.

The data for Americans and Japanese in US partially support the hypothesis that declarative forms are more polite than imperative forms, even though the data of Japanese do. This is because the former groups perceive an imperative form with "please" as being more polite than Japanese do.

Past tense requests are more polite than future tense requests across all three groups, but past tense requests are more polite than present tense requests only for the Japanese groups. Americans perceived requests with "can" as being more

polite than the other two groups.

None of the groups' data support the hypothesis that requests with modals are more polite than requests without it. This may be true under certain limited conditions.

Situation IV. For Americans, there are four clear levels of politeness. The least polite requests are imperative forms and the declarative form "I want...". The second least polite is "I will have...", and the third least polite is "How about...". The rest are included in the first level. The request with "May I..." is the most polite, though it is not significantly different from "Would you mind...". The request with "Would you mind..." is not different from "Would you...", and "Do you mind..." is not different from any interrogative forms with "would", "could" and "can".

Except for "How about..." (60), interrogatives are more polite than declaratives (H_2). Declaratives are not more polite than imperative forms, but imperatives with "please" are more polite than declaratives (H_3). Past tense requests are more polite than present tense requests for "Would you..." and "Do you..." but not for "could" and "can" (H_9). Requests with modals are more polite than requests without them (H_{11}).

For Japanese in US, there are seven levels of politeness. The most polite is interrogative forms with "would". The least polite are imperative forms with a noun only, and the second least polite is the imperative form. The third least polite is two declarative forms and "How about...", and the fourth least is requests with "please".

Interrogative forms are more polite than declarative forms, except "How about..." is not rated as being polite and "I would like to..." is very polite (H_2). Declarative forms are more polite than imperative forms without "please" but not with "please" (H_3). Past tense requests are more polite than present tense requests (H_9). Except "Do you mind..." and "I would like to...", requests with a modal are more polite than requests without it (H_{11}).

For Japanese, there are eight levels of politeness. Interrogative forms with "would" and "mind" are very polite. The least polite is an imperative form with a noun only, the next least polite is the imperative form, and the third least polite is "I want...".

Except for "I would like to...", interrogative forms are more polite than declarative forms (H_2). Declarative forms are not necessarily more polite than imperative forms with "please" but they are more polite than imperative forms without "please" (H_3). Past tense requests are more polite than present tense requests (H_9). Except "Do you mind..." and "I would like to...", requests with modals are more polite than requests without them.

For the three groups, interrogative forms are more polite than declarative forms, but only for the two Japanese groups are declarative forms more polite than imperative forms without "please". For the two Japanese groups, past tense requests are more polite than present tense requests, but this is only partially supported by Americans. Generally, requests with a modal are more polite than requests without it.

Hypotheses Testing: T-Tests

The following are the results of the t-tests comparing the mean ratings of requests for the purpose of testing the hypotheses and other analyses. We will present the data in the order of the hypotheses. The tables show the question numbers of requests from the questionnaire and the mean scores. If the results of the t-test were significant, "*" appears. If the mean of the second request was higher, "-*" appears. The first variable in the hypothesis is on the left side and the second one on the right side. A three-digit number that follows a group of questions is the mean of all the ratings in the group.

Table 11: H's Relation to S

H_1: The higher the hearer's power in relation to the speaker, the higher the level of politeness used.

Q Nos.		Americans			Japanese in US			Japanese		
(imperative forms across situations)										
[16(1)	20(2)	1.48	2.34	-*	.64	.79		.46	.59	]
16(1)	34(3)	1.48	2.48	-*	.64	1.97	-*	.46	1.12	-*
16(1)	46(4)	1.48	2.25	-*	.64	2.03	-*	.46	2.08	-*
20(2)	34(3)	2.34	2.48		.82	2.00	-*	.59	1.12	-*
20(2)	46(4)	2.34	2.25		.82	2.12	-*	.59	2.08	-*
46(4)	34(3)	2.27	2.48		2.12	2.00		2.08	1.12	*
(elliptical)										
16(1)	61(4)	1.48	1.85		.64	1.41	-*	.46	.93	-*
20(2)	61(4)	2.34	1.85		.82	1.41		.59	.93	
61(4)	34(3)	1.86	2.48	-*	1.41	2.00		.93	1.12	
{46(4)	61(4)	2.25	1.85		2.12	1.41	*	2.08	.93	*}
(interrogative forms [would you...] across situations)										
[9(1)	24(2)	5.83	5.03	*	7.26	6.85		6.94	5.26	*]
9(1)	35(3)	5.83	5.40		7.26	6.71		6.96	6.35	*
9(1)	57(4)	5.83	6.79	-*	7.26	8.12	-*	6.94	7.52	-*
24(2)	35(3)	5.03	5.40		6.85	6.71		5.25	6.35	-*
24(2)	57(4)	5.03	6.79	-*	6.85	8.12	-*	5.26	7.52	-*
57(4)	35(3)	6.79	5.40	*	8.12	6.71	*	7.53	6.35	*

( ) situation number
[ ] same relative status in different situations
{ } comparison between imperative form and elliptical form

We compared perceptions of imperative forms and interrogative forms ("Would you...") across situations. In Situations I and II, the relationship was the same (student/professor). However, Americans' perceptions of the requests were significantly different in the two cases, and Japanese perceptions of the requests were significantly different for the interrogative forms. However, since for Americans, the cases were in opposite directions, and Japanese in US perceived requests to have the same politeness level in both cases, we can

assume that the cases required different levels of politeness.

All groups perceived imperative forms as being impolite, and there appeared to be basement effects in some cases. All groups perceived imperatives as being less polite in Situation I than in Situations III (S is a student and H is a newspaper boy who is about 12 years old) and IV (S is a student and H is a waiter of about the same age). The two Japanese groups also perceived imperatives as being less polite in Situation II than in Situations III and IV. However, they perceived imperatives in Situation IV as being more polite than imperatives in Situation III.

The two Japanese groups perceived the elliptical imperative form as being less polite than the Americans did. They perceived the imperative in Situation I as being less polite than the elliptical imperative in Situation IV. Americans perceived the elliptical imperative in Situation IV as being less polite than the imperative in Situation III.

We can conclude that Situations I & II required more polite requests than in Situations III & IV, but the difference between Situation III and Situation IV was not clear for imperative forms.

All three groups perceived interrogative form requests as being less polite in Situations I and II than in Situation IV. However, in Situation III, for Americans and Japanese in US there were no significant differences with Situations I & II. Japanese perceived interrogative forms as being more polite in Situation III than that in Situation I but less polite than in Situation

III than Situation II.

None of the groups perceived clear differences between politeness levels in Situations III and IV. However, all groups understood that Situations I & II required more polite requests than Situation IV.

From these cases, we can conclude that the hypothesis that the higher H's power in relation to S, the higher the level of politeness used, was partially supported. When H's status is higher than that of S, S understands that a higher level politeness is required than when H is of an equal or lower status. However, we did not find that when H is equal to S, a higher level politeness is required than when H is lower than S.

The data from Americans had the strongest basement effect, but they support this hypothesis. The data from Japanese in US support this hypothesis. Between Situations III & IV, there were more instances of significant differences for Japanese in US than for Americans. For Japanese, there were some contradictions in the data between Situations III & IV and in one case between Situations I & III. Their perceptions of politeness may not be stabilized because of lack of exposure to English.

Table 12: Interrogative and Declarative Forms

H_2: Interrogative forms are more polite than declarative forms.

Q Nos.		Americans			Japanese in US			Japanese		
21	25	7.51	4.98	*	8.18	4.59	*	6.69	4.84	*
22	26	6.99	4.56	*	7.94	4.50	*	7.04	4.77	*
23	27	7.24	4.78	*	7.79	4.15	*	6.77	4.78	*
24	28	5.03	3.09	*	6.85	3.03	*	5.26	3.01	*
130	131	6.69	4.35	*	7.69	4.07	*	6.44	4.35	*
29	32	4.36	3.89	*	5.94	4.47	*	5.47	4.14	*
30	32	4.96	3.89	*	5.50	4.47	*	4.47	4.18	
35	32	5.40	3.89	*	6.71	4.47	*	6.35	4.18	*
36	32	6.30	3.89	*	7.38	4.47	*	6.06	4.18	*
39	32	6.47	3.86	*	6.26	4.47	*	5.29	4.10	*
40	32	3.86	3.85		3.53	4.47	-*	2.51	4.14	-*
44	32	6.65	3.89	*	7.68	4.47	*	6.08	4.14	*
141	32	5.41	3.89	*	6.14	4.47	*	5.15	4.14	*
47	49	6.44	2.19	*	7.53	3.76	*	6.20	3.33	*
48	49	6.18	2.19	*	6.03	3.76	*	5.17	3.33	*
50	49	6.13	2.19	*	6.18	3.70	*	5.33	3.33	*
56	49	7.45	2.19	*	7.47	3.76	*	6.29	3.31	*
57	49	6.79	2.19	*	8.12	3.76	*	7.52	3.33	*
58	49	7.14	2.19	*	8.44	3.76	*	8.09	3.32	*
59	49	6.31	2.19	*	7.50	3.76	*	6.76	3.33	*
60	49	3.91	2.19	*	4.09	3.76		4.85	3.33	*
142	49	6.29	2.19	*	6.90	3.76	*	6.25	3.33	*
47	55	6.44	5.34	*	7.53	5.26	*	6.23	4.82	*
48	55	6.18	5.34	*	6.03	5.26	*	5.19	4.82	
50	55	6.13	5.34	*	6.18	5.18	*	5.31	4.82	*
56	55	7.45	5.34	*	7.47	5.26	*	6.29	4.82	*
57	55	6.79	5.34	*	8.12	5.26	*	7.53	4.82	*
58	55	7.14	5.34	*	8.44	5.26	*	8.09	4.82	*
59	55	6.31	5.34	*	7.50	5.26	*	6.75	4.82	*
60	55	3.91	5.34	-*	4.09	5.26	-*	4.84	4.82	
142	55	6.29	5.34	*	6.90	5.26	*	6.27	4.82	*
29	37	4.36	4.19		5.94	4.85	*	5.49	4.30	*
30	37	4.96	4.19	*	5.50	4.85		4.47	4.30	
35	37	5.40	4.19	*	6.71	4.85	*	6.35	4.30	*
36	37	6.30	4.19	*	7.38	4.85	*	6.06	4.30	*
39	37	6.47	4.19	*	6.26	4.85	*	5.29	4.26	*
40	37	3.86	4.18		3.53	4.85	-*	2.48	4.30	-*
44	37	6.65	4.19	*	7.68	4.85	*	6.08	4.30	*
141	37	5.41	4.19	*	6.14	4.85	*	5.17	4.30	*

Table 12: (Continued)

Q Nos.		Americans			Japanese in US			Japanese		
47	52	6.44	2.99	*	7.53	4.50	*	6.20	4.71	*
48	52	6.18	2.99	*	6.03	4.50	*	5.17	4.71	*
50	52	6.13	2.99	*	6.18	4.48	*	5.33	4.71	*
56	52	7.45	2.99	*	7.47	4.50	*	6.29	4.70	*
57	52	6.79	2.99	*	8.12	4.50	*	7.52	4.71	*
58	52	7.14	2.99	*	8.44	4.50	*	8.09	4.69	*
59	52	6.31	2.99	*	7.50	4.50	*	6.76	4.71	*
60	52	3.91	2.99	*	4.09	4.50		4.85	4.71	
142	52	6.29	2.99	*	6.90	4.50	*	6.25	4.71	*
29	31	4.36	4.78	-*	5.94	4.47	*	5.47	4.73	*
30	31	4.96	4.78		5.50	4.47	*	4.47	4.74	
35	31	5.40	4.78	*	6.71	4.47	*	6.35	4.74	*
36	31	6.30	4.78	*	7.38	4.47	*	6.06	4.74	*
39	31	6.47	4.77	*	6.26	4.47	*	5.29	4.71	*
40	31	3.86	4.72	-*	3.53	4.47	-*	2.51	4.73	-*
44	31	6.65	4.78	*	7.68	4.47	*	6.08	4.73	*
141	31	5.41	4.78	*	6.14	4.47	*	5.15	4.73	*
29	33	4.36	5.68	-*	5.94	6.35		5.47	6.14	-*
30	33	4.96	5.68	-*	5.50	6.35		4.47	6.14	-*
35	33	5.40	5.68		6.71	6.35		6.35	6.14	
36	33	6.30	5.68	*	7.38	6.35	*	6.06	6.14	
39	33	6.47	5.63	*	6.26	6.35		5.29	6.11	-*
40	33	3.86	5.66	-*	3.53	6.35	-*	2.51	6.14	-*
44	33	6.65	5.68	*	7.68	6.35	*	6.08	6.14	
141	33	5.41	5.68		6.14	6.35		5.15	6.14	-*
47	51	6.44	5.43	*	7.53	7.09		6.20	6.71	-*
48	51	6.18	5.43	*	6.03	7.09	-*	5.17	6.71	-*
50	51	6.13	5.43	*	6.18	7.09	-*	5.33	6.71	-*
56	51	7.45	5.43	*	7.47	7.09		6.29	6.68	-*
57	51	6.79	5.43	*	8.12	7.09	*	7.52	6.71	*
58	51	7.14	5.43	*	8.44	7.09	*	8.09	6.71	*
59	51	6.31	5.43	*	7.50	7.09		6.76	6.71	
60	51	3.91	5.43	-*	4.09	7.09	-*	4.85	6.71	-*
142	51	6.29	5.43	*	7.00	7.09		6.25	6.71	-*
29	42	4.36	6.69	-*	5.94	6.88	-*	5.47	5.81	
30	42	4.96	6.69	-*	5.50	6.88	-*	4.47	5.80	-*
35	42	5.40	6.69	-*	6.71	6.88		6.35	5.80	*
36	42	6.30	6.69		7.38	6.88		6.06	5.80	
39	42	6.47	6.70		6.26	6.88	-*	5.29	5.82	-*
40	42	3.86	6.67	-*	3.53	6.88	-*	2.51	5.81	-*
44	42	6.65	6.69		7.68	6.88	*	6.08	5.81	
141	42	5.41	6.69	-*	6.14	6.88	-*	5.15	5.81	-*

Table 12: (Continued)

Q Nos.		Americans			Japanese in US			Japanese		
29	43	4.36	7.68	-*	5.94	7.91	-*	5.47	6.55	-*
30	43	4.96	7.68	-*	5.50	7.91	-*	4.47	6.56	-*
35	43	5.40	7.68	-*	6.71	7.91	-*	6.35	6.56	
36	43	6.30	7.68	-*	7.38	7.91		6.06	6.56	
39	43	6.47	7.66	-*	6.26	7.91	-*	5.29	6.59	-*
40	43	3.86	7.68	-*	3.53	7.91	-*	2.51	6.55	-*
44	43	6.65	7.68	-*	7.68	7.91		6.08	6.55	-*
141	43	5.41	7.68	-*	6.14	7.91	-*	5.15	6.55	-*

(Three digit numbers are means of the section)

In Situation II, all three groups perceived the interrogative form "Would you..." as being more polite than the declarative form "You might...", whether with "please", "sir", "Professor Smith", or no tag. When the scores were averaged, (Nos. 130 & 131), the same pattern appeared.

The declarative form "I want..." (32) was perceived as being less polite than any of the interrogative forms in Situation III except "Why don't you..." (40), which was perceived as being less polite by the two Japanese groups. In Situation IV, the same declarative form (49) was perceived as being less polite than any interrogative forms except one insignificant case for Japanese in US (60, "How about..."). The average ratings for interrogative forms in Situation III (141) and that in Situation IV (142) were higher than "I want..." (Nos. 32 & 49) respectively.

Adding "please" does not make much difference. Interrogative forms received higher politeness ratings than "I want..., please." (55), except for "How about..." (60), which was perceived as being less polite by Americans and Japanese in US. Japanese perceived no significant difference.

The declarative form "You might..." (37) was perceived as being less polite than interrogative forms by all three groups (Nos. 141 & 37), except "Why don't you..." (40), which was perceived by the two Japanese groups as being less polite than 37. Americans saw no significant differences. Also, Americans perceived no significant differences between "You might..." (37) and "Will you..." (29) and the two Japanese groups perceived no significant differences between "You might..." and "Can you..." (30).

All three groups perceived interrogative forms as being more polite than "I will..." (Nos. 142 & 52), except that the two Japanese groups did not perceive significant differences in the case of "How about..." (60).

All three groups perceived interrogative forms as being more polite than "I request..." (Nos. 141 & 31), except "Why don't you...", (40), which was perceived as being less polite by all three groups. Also, only Americans perceived "Will you..." as being less polite, and neither Americans and nor Japanese perceived differences between "I request..." and "Can you...".

All three groups perceived "Why don't you..." (40) and "How about..." (60) as being less polite than "I would like..." (Nos. 33 & 51). Americans and Japanese perceived "Will you..." (29) as being less polite than "I would like...", and Japanese perceived "Can you..." (Nos. 30 & 48) as being less polite than "I would like...". However, Americans perceived "Can you..." as being less polite than "I would like..." in Situation III but more polite than "I would like..." in Situation IV. Americans

perceived "Can you possibly..." (39) as being more polite than "I would like...", but Japanese perceived it as being less polite. This was probably because Japanese were used to negative politeness and did not perceive "Can you possibly..." as being very polite. Japanese perceived "Could you..." (47) as being less polite than "I would like...", though Americans perceived the opposite. The two Japanese groups perceived "Can I..." (50) as being less polite than "I would like...", though Americans perceived the opposite. Japanese also perceived "May I..." (56) as being less polite than "I would like...", though Americans perceived the opposite. As a whole, we can conclude from the comparisons (Nos. 141 & 33, 142 & 51), that Japanese tend to perceive "I would like you to..." as being more polite in comparison to interrogatives than did Japanese in US did, and Japanese in US perceived it as being more polite in comparison to interrogatives than Americans did.

The declarative form "I wonder if..." (42) was perceived as being more polite than "Can you..." (30) and "Why don't you..." (40) by all three groups. It was perceived as being more polite than "Will you..." (29) by Americans and Japanese in US, and it was perceived as being more polite than "Can you possibly..." (39) by the two Japanese groups. Americans perceived 42 as being more polite than "Would you..." (35), but Japanese rated it the opposite. Japanese in US perceived 42 as being less polite than "Could you possibly..." (44). As a whole, the average rating of interrogative forms (141) was lower than "I wonder if..." for all three groups.

The results were the same for "I would appreciate it if..." (43). The average of interrogative forms (141) was lower than 43. Americans perceived all interrogative forms as being less polite than 43 but the two Japanese groups did not in two cases out of seven. Both groups perceived "May I..." (36) as being very polite.

In summary, interrogative forms were perceived as being more polite than declarative forms by all three groups, except for two examples of negative politeness: "I wonder if..." (42) and "I would appreciate it if..." (43). However, Japanese perceived "I would like..." as being more polite in comparison to interrogative forms than Japanese in US did, and Japanese in US perceived it as being more polite in comparison to interrogative forms than Americans did. Thus, except for examples of negative politeness, this hypothesis was supported.

Table 13: Declarative and Imperative Forms

H_3: Declarative forms are more polite than imperative forms.

Q Nos.		Americans			Japanese in US			Japanese		
25	17	4.98	5.46		4.59	4.18		4.84	3.36	*
26	18	4.56	4.98		4.50	3.74		4.77	3.56	*
27	19	4.78	4.96		4.15	3.06	*	4.78	3.30	*
28	20	3.09	2.34	*	3.03	.82	*	3.01	.59	*
131	129	4.35	4.43		4.07	2.95	*	4.35	2.70	*
31	34	4.77	2.48	*	4.47	2.00	*	4.73	1.12	*
32	34	3.86	2.48	*	4.47	2.00	*	4.14	1.12	*
33	34	5.63	2.48	*	6.35	2.00	*	6.14	1.12	*
37	34	4.19	2.48	*	4.85	2.00	*	4.30	1.13	*
42	34	6.70	2.48	*	6.88	2.00	*	5.81	1.12	*
43	34	7.66	2.48	*	7.91	2.00	*	6.55	1.12	*
143	34	5.47	2.48	*	5.82	2.00	*	5.27	1.12	*

Table 13: (Continued)

Q Nos.		Americans			Japanese in US			Japanese		
31	41	4.78	5.96	-*	4.47	5.26		4.73	3.47	*
32	41	3.89	5.96	-*	4 47	5.26	-*	4.14	3.47	*
33	41	5.68	5.96		6.35	5.26	*	6.14	3.47	*
37	41	4.19	5.96	-*	4.85	5.26		4.30	3.45	*
42	41	6.69	5.96	*	6.88	5.26	*	5.81	3.47	*
43	41	7.68	5.96	*	7.91	5.26	*	6.55	3.47	*
143	41	5.48	5.96	-*	5.82	5.26	*	5.27	3.47	*
49	46	2.19	2.25		3.76	2.12	*	3.33	2.08	*
51	46	5.43	2.25	*	7.09	2.12	*	6.71	2.08	*
52	46	2.99	2.25	*	4.50	2.12	*	4.71	2.08	*
55	46	5.34	2.25	*	5.26	2.12	*	4.82	2.08	*
144	46	3.98	2.25	*	5.15	2.12	*	4.88	2.08	*
49	54	2.19	5.70	-*	3.70	5.30	-*	3.32	4.84	-*
51	54	5.43	5.70		7.09	5.30	*	6.71	4.84	*
52	54	2.99	5.70	-*	4.48	5.30	-*	4.68	4.84	
55	54	5.34	5.70	-*	5.18	5.30		4.82	4.84	
144	54	3.98	5.70	-*	5.11	5.30		4.88	4.84	
49	61	2.19	1.85		3.76	1.41	*	3.33	.93	*
51	61	5.43	1.85	*	7.09	1.41	*	6.71	.93	*
52	61	2.99	1.85	*	4.50	1.41	*	4.71	.93	*
55	61	5.34	1.85	*	5.26	1.41	*	4.82	.94	*
144	61	3.98	1.85	*	5.15	1.41	*	4.88	.93	*
49	53	2.18	5.84	-*	3.76	5.21	-*	3.33	4.38	-*
51	53	5.42	5.84		7.09	5.21	*	6.71	4.38	*
52	53	2.95	5.84	-*	4.50	5.21	-*	4.71	4.38	
55	53	5.32	5.84	-*	5.26	5.21		4.82	4.36	*
144	53	3.97	5.84	-*	5.15	5.21		4.88	4.38	*

Comparing "You might..." and imperative forms in Situation II, Americans perceived the former as being more polite than the latter only when the request was not accompanied by "please", "sir", or "Professor Smith", even though Japanese considered "You might..." to be the most polite in all cases. Japanese in US considered "You might..." more polite when the request was not accompanied by a tag or when it was accompanied by "Professor Smith". They also rated it as being more polite than the average

imperative form.

In Situation III, all three groups perceived the declarative forms as being more polite than the imperative forms without "please" (34). Examples that used negative politeness (Nos. 42 & 43) were rated as being more polite than imperative forms, even with "please" (41). Though Japanese perceived "I request..." (31), "I want..." (32), and "You might..." (37) as being more polite than the imperative with "please" (41), Americans perceived 31 and 37 as being less polite, and Americans and Japanese in US perceived 32 as being less polite. The average rating of the declaratives (143) was lower than the imperative with "please" for Americans, even though the two Japanese groups rated them the opposite.

In Situation IV, all three groups perceived declarative forms to be more polite than the imperative form without "please" (46), but they also perceived them as being less polite than the imperative form with "please" in the case of "I want..." (49). The two Japanese groups still perceived "I would like..." (51) as being more polite, Americans and Japanese perceived "I will..." (52) as being less polite, and Americans perceived "I want..., please" (55) as being less polite. The average rating of the declarative forms (144) was lower than that of the imperative forms with "please" (54) for Americans, but they were not significantly different for the two Japanese groups.

The elliptical imperative form was perceived in the same way by the three groups, except in one instance. All three groups perceived declarative forms as being more polite than the

elliptical imperative (Nos. 144 & 61). Japanese perceived "I want..., please" (55) as being more polite than the imperative form with "please" (53), though the difference between "I want..." and the elliptical imperative was insignificant. Japanese perceived declarative forms as being more polite than the elliptical form with "please", but Americans did the opposite, and Japanese in US did not perceive any difference.

All three groups perceived declaratives as being more polite than imperative forms without "please". However, Americans perceived declarative forms as being less polite than imperative forms with "please", but Japanese tended to perceive them in the opposite way, and perceptions of Japanese in US were in about the middle.

Table 14: Interrogative and Imperative Forms

H_4: Interrogative forms are more polite than imperative forms.

Q Nos.		Americans			Japanese in US			Japanese		
21	17	7.51	5.46	*	8.18	4.18	*	6.69	3.36	*
22	18	6.99	4.98	*	7.94	3.74	*	7.04	3.56	*
23	19	7.24	4.96	*	7.79	3.06	*	6.77	3.30	*
24	20	5.03	2.34	*	6.85	.82	*	5.26	.59	*
130	129	6.69	4.43	*	7.69	2.95	*	6.44	2.70	*
29	41	4.36	5.96	-*	5.94	5.26		5.47	3.47	*
30	41	4.96	5.96	-*	5.50	5.26		4.47	3.45	*
35	41	5.40	5.96	-*	6.71	5.26	*	6.35	3.45	*
36	41	6.30	5.96		7.38	5.26	*	6.06	3.45	*
39	41	6.47	5.92	*	6.26	5.26	*	5.29	3.45	*
40	41	3.86	5.95	-*	3.53	5.26	-*	2.51	3.47	-*
44	41	6.65	5.96	*	7.68	5.26	*	6.08	3.47	*
141	41	5.41	5.96	-*	6.14	5.26	*	5.15	3.47	*

Table 14: (Continued)

Q Nos.		Americans			Japanese in US			Japanese		
47	54	6.44	5.70	*	7.48	5.30	*	6.23	4.84	*
48	54	6.18	5.70		5.97	5.30	*	5.19	4.84	
50	54	6.13	5.70		6.18	5.30	*	5.31	4.84	*
56	54	7.45	5.70	*	7.42	5.30	*	6.29	4.84	*
57	54	6.79	5.70	*	8.12	5.30	*	7.53	4.84	*
58	54	7.14	5.70	*	8.42	5.30	*	8.09	4.84	*
59	54	6.31	5.70	*	7.48	5.30	*	6.75	4.84	*
60	54	3.91	5.70	-*	4.03	5.30	-*	4.84	4.84	
142	54	6.29	5.70	*	6.89	5.30	*	6.27	4.84	*
(elliptical)										
47	53	6.44	5.84	*	7.53	5.21	*	6.20	4.38	*
48	53	6.15	5.84		6.03	5.21	*	5.17	4.38	*
50	53	6.09	5.84		6.18	5.15	*	5.33	4.38	*
56	53	7.47	5.84	*	7.47	5.21	*	6.29	4.37	*
57	53	6.78	5.84	*	8.12	5.21	*	7.52	4.38	*
58	53	7.14	5.84	*	8.44	5.21	*	8.09	4.36	*
59	53	6.29	5.84		7.50	5.21	*	6.76	4.38	*
60	53	3.92	5.84	-*	4.09	5.21	-*	4.85	4.38	
142	53	6.29	5.84		6.90	5.21	*	6.25	4.38	*

All three groups perceived interrogative forms as being more polite than imperative forms in Situation II (Nos. 21 & 17, 22 & 18, 23 & 19, 24 & 20, 130 & 129).

In the previous section, we showed that all imperative forms (Nos. 16, 17, 20, 34, 46, 61) were perceived as being less polite than any other forms by all three groups.

In Situation IV, all three groups perceived interrogative forms as being more polite than the imperative form with "please" (Nos. 142 & 54). Americans and Japanese in US perceived "How about..." (60) as being less polite, and there was no difference between "Can you..." (48) and the imperative form with "please" for Americans and Japanese.

The two Japanese groups perceived interrogative forms as

being more polite than an elliptical imperative with "please" (53), but Americans did not rate them differently. Americans and Japanese in US perceived "How about..." (60) as being less polite than the elliptical imperative with "please", but Japanese did not rate 60 and 53 differently.

In Situation III, Americans perceived interrogative forms as being less polite than the imperative form with "please" (41), though the two Japanese groups rated them the opposite. All three groups perceived the examples of negative politeness (Nos. 39 & 44) as being more polite than 41. All three groups perceived "Why don't you..." (40) as being less polite than 41. Americans perceived "Will you..." (29), "Can you..." (30) and "Would you..." (35) as being less polite than 41, though Japanese did the opposite, and even Japanese in US perceived "Would you..." as being more polite than 41.

All three groups perceived interrogative forms as being more polite than imperative forms. The two Japanese groups perceived interrogative forms as being more polite than imperative forms with "please", but Americans perceived them differently in different situations, sometimes even reversing their ratings in Situation III. However, all three groups perceived the examples of negative politeness (Nos. 39 & 44) as being more polite than the imperative form with "please", and "Why don't you..." as being less polite. Americans and Japanese in US perceived "How about..." as being less polite than the imperative with "please".

Table 15: Interrogative and Imperative with a Tag Question

H_5: Interrogative requests are more polite than imperative requests with a tag question.

Q Nos.		Americans			Japanese in US			Japanese		
1	5	5.95	3.50	*	7.41	4.06	*	6.04	3.48	*
2	6	3.31	2.90	*	6.06	3.88	*	6.15	3.83	*
3	7	4.96	3.33	*	4.47	3.00	*	3.55	2.58	*
4	8	2.81	2.76		3.45	2.97		3.68	3.02	*
132	133	4.26	3.11	*	5.35	3.46	*	4.84	3.24	*
9	10	5.83	4.06	*	7.26	4.47	*	6.94	4.68	*
12	13	5.69	3.88	*	5.00	3.09	*	4.99	3.91	*
14	15	3.83	3.45	*	3.59	2.65	*	4.75	3.40	*
134	135	5.11	3.80	*	5.28	3.40	*	5.56	3.90	*
29	38	4.39	4.06		5.94	4.44	*	5.47	3.83	*
30	45	4.96	3.99	*	5.50	4.26	*	4.47	3.46	*
145	146	4.41	3.29	*	5.38	3.62	*	4.76	3.29	*
147	148	4.93	3.85	*	5.45	3.66	*	5.54	3.95	*
149	150	4.64	3.54	*	5.41	3.64	*	5.10	3.58	*

Except for "Can't you..." and "..., can't you?" (Nos. 4 & 8) in Situation I and "Will you..." and "..., will you?" (Nos. 29 & 38) in Situation III, all three groups perceived interrogative requests as being more polite than imperative requests with tag questions. The average rating of interrogative forms (132) was also higher than that of imperative forms with tag questions (133).

Nonsignificant differences were found in only three cases. Because of the high number of comparisons and the consistency of the results for the other comparisons, this might be best explained as random error.

The average rating of the interrogative forms with "can" and "could" (145) was higher than the average rating of the

imperative forms with tag questions (146) for all three groups. The average rating of the interrogative forms with "will" and "would" (147) was higher than the average of imperative forms with a tag question (148). The average rating of all interrogative forms (149) was higher than that of imperative forms with a tag question (150) for all three groups.

Though there were a few exceptions, probably explained by random error, this hypothesis was supported by all three groups.

Table 16: Declarative and Imperative with a Tag Question

H_6: Declarative requests are more polite than imperative requests with a tag question.

Q Nos.		Americans			Japanese in US			Japanese		
31	38	4.77	4.06	*	4.47	4.44		4.72	3.83	*
32	38	3.86	4.06		4.47	4.44		4.14	3.83	
33	38	5.63	4.06	*	6.35	4.44	*	6.14	3.83	*
37	38	4.19	4.06		4.85	4.44		4.30	3.79	*
42	38	6.70	4.06	*	6.88	4.44	*	5.81	3.83	*
43	38	7.66	4.06	*	7.91	4.44	*	6.55	3.83	*
143	38	5.47	4.06	*	5.82	4.44	*	5.27	3.83	*
31	45	4.78	3.99	*	4.47	4.26		4.73	3.49	*
32	45	3.89	3.99		4 47	4.26		4.14	3.49	*
33	45	5.68	3.99	*	6.35	4.26	*	6.14	3.49	*
37	45	4.19	3.99		4.85	4.26		4.30	3.46	*
42	45	6.69	3.99	*	6.88	4.26	*	5.81	3.49	*
43	45	7.68	3.99	*	7.91	4.26	*	6.55	3.49	*
143	45	5.48	3.99	*	5.82	4.26	*	5.27	3.49	*
143	151	5.48	4.00	*	5.82	4.35	*	5.27	3.66	*

All three groups perceived declarative forms as being more polite than imperative forms with tag questions. The average rating of declaratives (143) was higher than the ratings for "..., will you?" (38) and "..., can you?" (45) for all three

groups, and 143 was higher than the average of 38 and 45 (151). However, differences for "I want..." (32) and "You might..." (37) were insignificant for Americans and Japanese in US, and differences for "You might..." were significant for Japanese.

H_7: Imperative requests with a tag question are more polite than imperative requests.

From the previous section, all imperative requests were perceived by the three groups as being less polite than any other form of request. This was also true, even with "please", for Americans and Japanese in US, but Japanese perceived "..., will you" as being more polite than an imperative request with "please". Japanese did not perceive an imperative request with "please" as being as polite as did the other two groups.

Table 17: Past Tense and Future Tense

H_8: Past tense requests are more polite than future tense requests.

Q Nos.		Americans			Japanese in US			Japanese		
9	12	5.83	5.69		7.26	5.00	*	6.94	4.99	*
35	29	5.40	4.36	*	6.71	5.94		6.35	5.49	*
10	13	4.06	3.88		4.47	3.09	*	4.68	3.91	*
11	15	3.49	3.45		4.18	2.65	*	5.06	3.40	*
51	52	5.43	2.99	*	7.09	4.50	*	6.71	4.71	*
152	153	4.84	4.07	*	5.94	4.24	*	5.94	4.50	*

For the declarative form requests (Nos. 51 & 52), all three groups perceived the past tense requests as being more polite than future tense requests. However, these two requests were not parallel, and the past tense of one had "like to" to make the

request slightly more indirect and therefore possibly more polite.

For the interrogative form requests (Nos. 9 & 12, 35 & 29), Japanese perceived past tense requests as being more polite than future tense requests in both cases, but other two groups did in only one case, and in the other case, the difference was insignificant.

For the imperative form with a tag question (Nos. 10 & 13, 11 & 15), both Japanese groups perceived past tense requests as being more polite than future tense requests, but Americans did not.

For the declarative and interrogative form requests, all three groups tended to perceive the past tense requests as being more polite than future tense requests, and the average rating of past tense requests (152) was higher than that of future tense requests (153). However, Americans did not perceive past tense imperatives with a tag question as being more polite than future tense imperatives with a tag question, though the two Japanese groups did.

Table 18: Past Tense and Present Tense

H_9: Past tense requests are more polite than present tense requests.

Q Nos.		Americans			Japanese in US			Japanese		
1	3	5.95	4.96	*	7.41	4.47	*	6.04	3.55	*
2	4	3.31	2.84	*	6.06	3.47	*	6.15	3.69	*
44	39	6.65	6.47		7.68	6.26	*	6.12	5.29	*
47	48	6.44	6.18		7.53	6.03	*	6.20	5.17	*
58	59	7.14	6.31	*	8.44	7.50	*	8.09	6.75	*
5	7	3.50	3.33		4.06	3.00	*	3.48	2.58	*
6	8	2.87	2.76		3.85	2.97	*	3.88	3.02	*
33	32	5.68	3.87	*	6.35	4.47	*	6.14	4.14	*
51	49	5.43	2.19	*	7.09	3.76	*	6.71	3.33	*
51	55	5.43	5.34		7.09	5.26	*	6.71	4.82	*
43	42	7.68	6.69	*	7.91	6.88	*	6.55	5.81	*
154	155	5.46	4.62	*	6.68	4.91	*	5.99	4.37	*

For "I would appreciate it if..." and "I wonder if..." (Nos. 43 & 42), all three groups perceived the former as being more polite. For "I would like..." and "I want..." (Nos. 33 & 32, 51 & 49, 51 & 55), all three groups perceived the former as being more polite, except when it had "please" (Nos. 51 & 55), when the difference was insignificant for Americans.

For interrogative cases (Nos. 1 & 3, 2 & 4, 44 & 39, 47 & 48, 58 & 59), the two Japanese groups perceived past tense requests as being more polite in all five cases. Americans did in three cases, but in two cases, the differences were insignificant.

For the imperative form with a tag question, the two Japanese groups perceived past tense requests as being more polite

than present tense requests, but Americans did not.

All three groups perceived past tense requests as being more polite than present tense requests, and the average of the ratings for the former (154) was higher than the average of the ratings for the latter (155). The two Japanese groups perceived past tense requests as being more polite than present tense requests in every case, but Americans did so for only for declarative and interrogative forms, but not for the imperative form with a tag question.

Table 19: Future Tense and Present Tense

H_{10}: Future tense requests are more polite than present tense requests.

Q Nos.		Americans			Japanese in US			Japanese		
12	3	5.69	4.96	*	5.00	4.47		4.99	3.55	*
29	30	4.36	4.96	-*	5.94	5.50		5.49	4.47	*
52	49	2.99	2.19	*	4.50	3.76	*	4.71	3.33	*
52	55	2.99	5.34	-*	4.50	5.26	-*	4.69	4.82	
156	157	4.01	4.36	-*	4.99	4.75		4.97	4.02	*

For "I will have..." and "I want..." (Nos. 52 & 49), all three groups perceived the former as being more polite than the latter. However, with "please", Americans and Japanese in US perceived the latter as being more polite, and the difference was insignificant for Japanese. Americans perceived "Can you..." and "Will you..." (Nos. 12 & 3, 29 & 30) the opposite in Situations I & III, though Japanese perceived the former as being more polite than the latter in both cases, and there was no significant difference between the two for Japanese in US. These two forms

were not parallel and there were only two examples, but at least we can say that both groups of Japanese perceived "Will you..." as being more polite than "Can you...", and Americans perceived it differently in different situations.

We can conclude that only Japanese perceived future tense requests as being more polite than present tense requests, but that all three groups perceived "I will..." as being more polite than "I want..." However, with "please", the latter was perceived as being more polite by Americans and Japanese in US. Though Japanese perceived "Will you..." as being more polite than "Can you...", Japanese in US did not perceive any difference, and Americans rated them differently in different situations.

Table 20: With and Without Modals

H_{11}: Requests with a modal are more polite than requests without one.

Q Nos.		Americans			Japanese in US			Japanese		
33	32	5.68	3.89	*	6.35	4.47	*	6.14	4.14	*
43	42	7.68	6.69	*	7.91	6.68	*	6.55	5.81	*
51	49	5.43	2.19	*	7.09	3.76	*	6.71	3.33	*
51	55	5.43	5.34		7.09	5.26	*	6.71	4.82	*
52	49	2.99	2.19	*	4.50	3.76	*	4.71	3.33	*
52	55	2.99	5.34	-*	4.50	5.26	-*	4.69	4.82	
58	59	7.14	6.31	*	8.44	7.50	*	8.09	6.75	*
164	165	5.33	4.56	*	6.55	5.27	*	6.22	4.70	*

We have chosen similar pairs with and without modals since there were no exact parallel forms except "Would you mind..." (58) and "Do you mind..." (59).

All three groups perceived requests with a modal as being more polite than requests without it, except for requests without

a modal but with "please" (55). In this case, Americans rated a request with a modal either as no different or less polite than a request without it, Japanese in US rated them differently in different situations, and Japanese rated them as being more polite or not significantly different. Americans perceived requests with "please" as being more polite than Japanese did, and all three groups perceived past tense modals as being more polite than future tense modals.

Table 21: Positively and Negatively Worded Requests

H_{12}: Positively worded requests are more polite than negatively worded requests.

Q Nos.		Americans			Japanese in US			Japanese		
(questions)										
1	2	5.95	3.31	*	7.41	6.06	*	6.05	6.15	
3	4	4.96	2.84	*	4.47	3.47	*	3.55	3.68	
12	14	5.69	3.83	*	5.00	3.59	*	4.99	4.75	
(with "Why don't you..." [40])										
29	40	4.30	3.86		5.94	3.53	*	5.47	2.51	*
30	40	4.91	3.86	*	5.50	3.53	*	4.47	2.48	*
35	40	5.38	3.86	*	6.71	3.53	*	6.35	2.48	*
36	40	6.28	3.86	*	7.38	3.53	*	6.06	2.48	*
39	40	6.45	3.83	*	6.26	3.53	*	5.29	2.48	*
44	40	6.62	3.86	*	7.68	3.53	*	6.08	2.51	*
161	40	5.64	3.86	*	6.58	3.53	*	5.58	2.51	*
(tag questions)										
5	6	3.50	2.90	*	4.06	3.88		3.48	3.88	-*
7	8	3.33	2.76	*	2.97	2.97		2.58	3.02	-*
10	11	4.06	3.49	*	4.47	4.18		4.68	5.06	-*
13	15	3.88	3.45	*	3.09	2.65		3.91	3.40	*
158	159	3.69	3.14	*	3.65	3.40		3.66	3.84	

Americans and Japanese in US perceived all interrogative forms as being more polite than "Why don't you..." (40), except "Will you..." for Americans. This may not be caused by the fact

that the request was negatively worded but just because of the politeness level of "Why don't you...".

In comparisons of three interrogative form cases, Americans and Japanese in US perceived positively worded requests as being more polite than negatively worded requests.

Americans perceived all positively worded tag questions as being more polite than negatively worded ones, but Japanese did the opposite in three cases out of four. On the average, Americans perceived positively worded tag questions as being more polite than negatively worded ones, though the two Japanese groups did not perceive any significant differences.

All groups perceived "Why don't you..." as being less polite than any positively worded request. Americans and Japanese in US perceived positively worded requests as being more polite than negatively worded requests, but Japanese did not. Americans perceived positively worded tag questions as being more polite than negatively worded ones, but Japanese in US did not, and Japanese rated them in the opposite way in three cases out of four. We can conclude that Americans perceived positively worded requests as being more polite in any form, Japanese in US rated positively worded requests as being more polite only in interrogative forms, and Japanese rate them in the opposite way in cases of tag questions. However, Japanese perceived "Why don't you..." as being less polite than any positively worded forms, as the other two groups did.

In conclusion, Americans perceived positively worded interrogative forms and tag questions as being more polite than

negatively worded ones. Japanese in US perceived interrogative forms in the same way, but did not perceive a significant difference for tag questions. Japanese did not perceive any difference for interrogative forms except "Why don't you..." and perceived tag questions as being either less polite or not significantly different.

Table 22: Requests with "please" and without it

H_{13}: Requests with "please" are more polite than requests without it.

Q Nos.		Americans			Japanese in US			Japanese		
17	20	5.46	2.34	*	4.18	.82	*	3.36	.59	*
21	24	7.51	5.03	*	8.18	6.85	*	6.69	5.26	*
25	28	4.98	3.09	*	4.59	3.03	*	4.84	3.01	*
125	128	5.98	3.48	*	5.65	3.57	*	4.96	2.95	*
41	34	5.92	2.48	*	5.26	2.00	*	3.47	1.12	*
53	61	5.84	1.86	*	5.21	1.41	*	4.38	.93	*
54	46	5.70	2.25	*	5.30	2.06	*	4.84	2.08	*
55	49	5.34	2.19	*	5.26	3.76	*	4.82	3.32	*

All three groups perceived requests with "please" as being more polite than requests without it. There were no exceptions.

Table 23: Requests with "sir" and without it

H_{14}: Requests with "sir" are more polite than requests without it.

Q Nos.		Americans			Japanese in US			Japanese		
18	20	4.98	2.34	*	3.74	.82	*	3.56	.59	*
22	24	6.99	5.03	*	7.94	6.85	*	7.04	5.26	*
26	28	4.56	3.09	*	4.50	3.03	*	4.77	3.01	*
126	128	5.51	3.48	*	5.39	3.57	*	5.12	2.95	*

All three groups perceived requests with "sir" as being more polite than requests without it, and there were no exceptions.

Table 24: Requests with Title and Family Name and without them

H_{15}: Requests with the title and family name are more polite than requests without them.

Q Nos.		Americans			Japanese in US			Japanese		
19	20	4.96	2.34	*	3.06	.82	*	3.30	.59	*
23	24	7.24	5.03	*	7.94	6.85	*	6.77	5.26	*
27	28	4.78	3.09	*	4.15	3.03	*	4.78	3.01	*
127	128	5.66	3.48	*	5.00	3.57	*	4.95	2.95	*

All three groups perceived requests with "Professor Smith" as being more polite than requests without it. There were no exceptions.

Table 25: Comparisons among "please", "sir", and "Professor Smith"

Q Nos.		Americans			Japanese in US			Japanese		
("please" and "sir")										
17	18	5.46	4.98	*	4.18	3.74	*	3.36	3.56	
21	22	7.51	6.99	*	8.18	7.94		6.69	7.04	-*
25	26	4.98	4.56	*	4.59	4.50		4.84	4.77	
125	126	5.98	5.51	*	5.65	5.39		4.96	5.12	
("please" and "Professor Smith")										
17	19	5.46	4.96	*	4.18	3.06	*	3.36	3.30	
21	23	7.51	7.24		8.18	7.79	*	6.69	6.77	
25	27	4.98	4.78		4.59	4.15	*	4.84	4.78	
125	127	5.98	5.66	*	5.65	5.00	*	4.96	4.95	
("sir" and "Professor Smith")										
18	19	4.98	4.96		3.74	3.06		3.56	3.30	
22	23	6.99	7.24		7.94	7.79		7.04	6.78	
26	27	4.56	4.78		4.50	4.15	*	4.77	4.78	
126	127	5.51	5.66		5.39	5.00	*	5.12	4.95	

Americans perceived requests with "please" as being more polite than requests with "sir", requests with "Professor Smith" in one form (Nos. 17 & 19) and on the average (Nos. 125 & 127). However, they perceived requests with "sir" and requests with

"Professor Smith" as having the same politeness level.

Japanese in US perceived requests with "please" and requests with "sir" as being more polite than requests with "Professor Smith", but did not perceive a significant difference between the former two.

Japanese did not perceive any significant differences among these three tags.

Table 26: Negative Politeness and Others

H_{16}: Japanese perceive negative politeness as being less polite than Americans do.

Q Nos.		Americans			Japanese in US			Japanese		
("Can you possibly...?")										
39	29	6.47	4.39	*	6.26	5.94		5.29	5.47	
39	30	6.47	4.99	*	6.26	5.50		5.29	4.46	*
39	31	6.47	4.77	*	6.26	4.47	*	5.29	4.71	*
39	32	6.47	3.86	*	6.26	4.47	*	5.29	4.10	*
39	33	6.47	5.63	*	6.26	6.35		5.29	6.11	-*
39	34	6.47	2.48	*	6.26	2.00	*	5.29	1.05	*
39	35	6.47	5.38	*	6.26	6.71		5.29	6.35	-*
39	36	6.47	6.30		6.26	7.38	-*	5.29	6.04	-*
39	37	6.47	4.19	*	6.26	4.85	*	5.29	4.26	*
39	38	6.47	4.06	*	6.26	4.44	*	5.29	3.78	*
39	40	6.45	3.83	*	6.26	3.53	*	5.29	2.48	*
39	41	6.47	5.92	*	6.26	5.26	*	5.29	3.45	*
39	45	6.47	3.97	*	6.26	4.26	*	5.29	3.51	*
39	160	6.47	4.60	*	6.26	5.01	*	5.29	4.27	*
("Could you possibly...?")										
44	29	6.65	4.36	*	7.68	5.94	*	6.08	5.47	*
44	30	6.65	4.96	*	7.68	5.50	*	6.08	4.47	*
44	31	6.65	4.78	*	7.68	4.47	*	6.08	4.73	*
44	32	6.65	3.89	*	7.68	4.47	*	6.08	4.14	*
44	33	6.65	5.68	*	7.68	6.35	*	6.08	6.14	
44	34	6.65	2.48	*	7.68	2.00	*	6.08	1.12	*
44	35	6.65	5.40	*	7.68	6.71	*	6.08	6.35	
44	36	6.65	6.30		7.68	7.38		6.08	6.06	
44	37	6.65	4.19	*	7.68	4.85	*	6.08	4.30	*
44	38	6.65	4.06	*	7.68	4.44	*	6.08	3.83	*
44	40	6.62	3.86	*	7.68	3.53	*	6.08	2.51	*
44	41	6.65	5.96	*	7.68	5.26	*	6.08	3.47	*
44	45	6.65	3.99	*	7.68	4.26	*	6.08	3.49	*
44	160	6.65	4.60	*	7.68	5.01	*	6.08	4.30	*

Table 26: (Continued)

Q Nos.		Americans			Japanese in US			Japanese		
("I wonder if...")										
42	29	6.69	4.36	*	6.88	5.94	*	5.81	5.47	
42	30	6.69	4.96	*	6.88	5.50	*	5.80	4.47	*
42	31	6.69	4.78	*	6.88	4.47	*	5.81	4.73	*
42	32	6.69	3.89	*	6.88	4.47	*	5.81	4.14	*
42	33	6.69	5.68	*	6.88	6.35		5.81	6.14	
42	34	6.70	2.48	*	6.88	2.00	*	5.81	1.12	*
42	35	6.69	5.40	*	6.88	6.71		5.80	6.35	-*
42	36	6.69	6.30		6.88	7.38		5.80	6.06	
42	37	6.69	4.19	*	6.88	4.85	*	5.80	4.30	*
42	38	6.70	4.06	*	6.88	4.44	*	5.80	3.83	*
42	40	6.67	3.86	*	6.88	3.53	*	5.81	2.51	*
42	41	6.69	5.96	*	6.88	5.26	*	5.81	3.47	*
42	45	6.69	3.99	*	6.88	4.26	*	5.81	3.49	*
42	160	6.69	4.60	*	6.88	5.01	*	5.81	4.30	*
("I would appreciate it if...")										
43	29	7.68	4.36	*	7.91	5.94	*	6.55	5.47	*
43	30	7.68	4.96	*	7.91	5.50	*	6.56	4.47	*
43	31	7.68	4.78	*	7.91	4.47	*	6.55	4.73	*
43	32	7.68	3.89	*	7.91	4.47	*	6.55	4.14	*
43	33	7.68	5.68	*	7.91	6.35	*	6.55	6.14	
43	34	7.66	2.48	*	7.91	2.00	*	6.55	1.12	*
43	35	7.68	5.40	*	7.91	6.71	*	6.56	6.35	
43	36	7.68	6.30	*	7.91	7.38		6.56	6.06	
43	37	7.68	4.19	*	7.91	4.85	*	6.56	4.30	*
43	38	7.66	4.06	*	7.91	4.44	*	6.55	3.83	*
43	40	7.66	3.86	*	7.91	3.53	*	6.55	2.51	*
43	41	7.68	5.96	*	7.91	5.26	*	6.55	3.47	*
43	45	7.68	3.99	*	7.91	4.26	*	6.55	3.49	*
43	160	7.68	4.60	*	7.91	5.01	*	6.55	4.30	*
("Would you mind...")										
58	46	7.14	2.25	*	8.44	2.12	*	8.09	2.08	*
58	47	7.14	6.44	*	8.44	7.53	*	8.09	6.23	*
58	48	7.14	6.18	*	8.44	6.03	*	8.09	5.17	*
58	49	7.14	2.19	*	8.44	3.76	*	8.09	3.32	*
58	50	7.14	6.13	*	8.44	6.18	*	8.09	5.33	*
58	51	7.14	5.43	*	8.44	7.09	*	8.09	6.71	*
58	52	7.14	2.99	*	8.44	4.50	*	8.09	4.69	*
58	53	7.14	5.84	*	8.44	5.21	*	8.09	4.36	*
58	54	7.14	5.70	*	8.42	5.30	*	8.09	4.84	*
58	55	7.14	5.34	*	8.44	5.26	*	8.09	4.82	*
58	56	7.14	7.45		8.44	7.47	*	8.09	6.29	*
58	57	7.14	6.79		8.44	8.12		8.09	7.52	*
58	60	7.14	3.91	*	8.44	4.09	*	8.09	4.84	*
58	61	7.14	1.85	*	8.44	1.41	*	8.09	.94	*
58	162	7.14	4.88	*	8.44	5.27	*	8.09	4.79	*

Table 26: (Continued)

Q Nos.		Americans			Japanese in US			Japanese		
("Do you mind...")										
59	46	6.31	2.25	*	7.50	2.12	*	6.76	2.08	*
59	47	6.31	6.44		7.50	7.53		6.76	6.20	*
59	48	6.31	6.18		7.50	6.03	*	6.76	5.17	*
59	49	6.31	2.19	*	7.50	3.76	*	6.76	3.33	*
59	50	6.31	6.13		7.48	6.18	*	6.76	5.33	*
59	51	6.31	5.43	*	7.50	7.09		6.76	6.71	
59	52	6.31	2.99	*	7.50	4.50	*	6.76	4.71	*
59	53	6.29	5.84		7.50	5.21	*	6.76	4.38	*
59	54	6.31	5.70	*	7.48	5.30	*	6.75	4.84	*
59	55	6.31	5.34	*	7.50	5.26	*	6.75	4.82	*
59	56	6.31	7.45	-*	7.50	7.47		6.73	6.29	*
59	57	6.31	6.79		7.50	8.12	*	6.76	7.52	-*
59	60	6.31	3.91	*	7.50	4.09	*	6.76	4.85	*
59	61	6.31	1.85	*	7.50	1.41	*	6.76	.93	*
59	162	6.31	4.88	*	7.50	5.27	*	6.76	4.78	*

There were six examples of negative politeness. All three groups perceived examples of negative politeness as being more polite than other requests (Nos. 39 & 160, 42 & 160, 43 & 160, 44 & 160, 58 & 162, 59 & 162).

In the cases of "Can you possibly..." (39) and "Could you possibly..." (44), Americans perceived no significant difference between them and "May I...". The two Japanese groups perceived no significant difference or even perceived "May I..." as being more polite than "Can you possibly..." or "Could you possibly...". Japanese perceived "Would you..." (35) and "I would like..." (33) as being more polite or not significantly different than "Can you possibly..." or "Could you possibly...". All three groups perceived "I wonder if..." (42) as being more polite than requests that did not use negative politeness. Here, "May I...", "Would you...", and "I would like..." show similar results.

All three groups perceived "I would appreciate it if..." (43) as being more polite than requests that did not use negative politeness. Americans rated "I would appreciate it if..." higher without any exceptions. The two Japanese groups perceived no significant difference with "May I..." (36), and Japanese perceived no significant difference with "Would you..." (35) and "I would like..." (33).

All three groups perceived "Would you mind..." (58) and "Do you mind..." (59) as being more polite than requests that did not use negative politeness. However, Japanese tended to rate "Would you mind..." and "Do you mind..." as being more polite than Americans did.

All three groups perceived examples of negative politeness as being more polite than other requests. However, all three groups perceived "May I..." as being not significantly different from requests that use negative politeness or sometimes more polite.

Summary and conclusions. The data from Table 11 support the contention of H_1 that the higher the hearer's power in relation to the speaker, the higher the level of politeness used. The data from Americans support it. The data from Japanese in US partially support it, since there was no difference when the hearer's power was equal to or lower than the speaker's. In the data from Japanese, there were some contradictions between Situation III and Situation IV, and possibly their perceptions of politeness in English had not stabilized due to their small amount of exposure to English.

Except for the two examples of negative politeness (Nos. 42 & 43), interrogative forms were more polite than declarative forms (H_2). Japanese perceived "I would like..." as being more polite than interrogative forms. Japanese in US did not perceive significant differences, but Americans perceived it as being less polite than interrogative forms.

All three groups perceived declarative forms as being more polite than imperative forms, including elliptical forms (H_3). Japanese tended to perceive declarative forms as being more polite than imperative forms with "please", but Americans perceived declarative forms as being less polite than imperative forms with "please".

All three groups perceived interrogative forms as being more polite than imperative forms (H_4). However, for imperative forms with "please", the two Japanese groups still perceived interrogative forms as being more polite than imperative forms. However, Americans perceived them differently in different situations. All three groups perceived examples of negative politeness as being more polite than imperative forms and "Why don't you..." as being less polite than imperative forms. Americans and Japanese also perceived "How about..." as being less polite than imperatives.

All three groups perceived interrogative forms as being more polite than imperative forms with tag questions (H_5). They also perceived declarative forms (H_6) and imperative forms with tag questions as being more polite than imperative forms without tag questions (H_7).

All three groups perceived past tense requests as being more polite than future tense requests (H_8). However, Americans did not perceive the past tense of the imperative form with a tag question as being more polite than future tense, though the two Japanese groups did.

All three groups perceived past tense requests as being more polite than present tense requests (H_9). The two Japanese groups perceived past tense requests as being more polite in all eleven cases, but the Americans did not perceive past tense as being more polite than present tense in cases of imperative forms with a tag question.

Only Japanese perceived future tense requests as being more polite than present tense requests (H_{10}). Americans and Japanese in US showed different results in different situations and conditions.

All three groups perceived requests with modals as being more polite than requests without them (H_{11}). However, if requests without modals had "please" with them, Americans tended to perceive them as being more polite, even though Japanese still perceived requests with modals as being more polite.

Only Americans and Japanese in US perceived positively worded requests (interrogative forms) as being more polite than negatively worded ones (H_{12}). Only Americans did the same for tag questions.

All three groups perceived requests with "please", with "sir", or with the title and the family name as being more polite than requests without it (H_{13}, H_{14}, and H_{15}) without any

exceptions. All three groups perceived negative politeness as being more polite than other requests (H_{16}).

Discussion

Demographic Data

We found no significant differences in perception of politeness of requests by either sex or age for Japanese and Americans. As for Japanese in US, male participants perceived requests as being more polite than female participants did. This might be due to their longer exposure to English. Also, as Table 3 shows, Japanese in US perceived requests as being more polite than did Japanese or Americans. Thus, for nonnative English speakers, exposure to English may be a factor in determining perceptions of politeness. The more exposure nonnative speakers have to English, the more polite they tend to perceive requests as being. Also, for Japanese, there were no significant differences by status (graduate or undergraduate) or background of studying English.

Major Findings

The major findings of this study, in terms of the hypotheses, are summarized in Figure 2.

Figure 2: Summary of major findings

Hypothesis	fully supported	partially supported	not supported
H_1 : The higher the hearer's power in relation to the speaker, the higher the level of politeness used.	A	Ju	J
H_2 : Interrogative forms are more polite than declarative forms.		A Ju J	
H_3 : Declarative forms are more polite than imperative forms.	Ju J	A	
H_4 : Interrogative forms are more polite than imperative forms.		A Ju J	
H_5 : Interrogative requests are more polite than imperative requests with a tag question.	A Ju J		
H_6 : Declarative requests are more polite than imperative requests with a tag question.	A Ju J		
H_7 : Imperative requests with a tag question are more polite than imperative requests.	A Ju J		
H_8 : Past tense requests are more polite than future tense requests.	Ju J	A	
H_9 : Past tense requests are more polite than present tense requests.	Ju J	A	
H_{10}: Future tense requests are more polite than present tense requests.	J		A Ju
H_{11}: Requests with a modal are more polite than requests without one.	Ju J	A	
H_{12}: Positively worded requests are more polite than negatively worded requests.	A	Ju	J

Figure 2 (Con't)

Hypothesis	fully supported	partially supported	not supported
H_{13}: Requests with "please" are more polite than requests without it.	A Ju J		
H_{14}: Requests with "sir" are more polite than requests without it.	A Ju J		
H_{15}: Requests with the title and family name are more polite than requests without them.	A Ju J		
H_{16}: Japanese perceive negative politeness less polite than Americans.	A Ju J		
H_{17}: Uncommonly used requests show a wider dispersion than commonly used requests.		Ju	A
H_{18}: Japanese use less polite strategies than Americans do.			A Ju J

A = Americans; Ju = Japanese in US; J = Japanese in Japan

H_1 : The higher the hearer's power in relation to the speaker, the higher the level of politeness used.

The responses of Japanese in US supported this hypothesis. For Americans, there were basement effects, but their responses tended to support the hypothesis. The data from Japanese did not support this hypothesis, possibly because their perceptions of politeness have not stabilized.

H_2 : Interrogative forms are more polite than declarative forms.

This hypothesis was supported, except with examples of negative politeness, which, though they were declarative forms, had high politeness ratings.

H_3 : Declarative forms are more polite than imperative forms.

While all groups at least partially support this, the inclusion of "please" also affected respondents' perceptions of politeness. Ratings of Americans and Japanese in US were considerably increased by the tag "please". Ratings of Japanese were less influenced by this tag.

H_4 : Interrogative forms are more polite than imperative forms.

Interrogative forms were generally perceived by all three groups as being more polite than imperative forms, with the exception of "Why don't you..." and "How about..." in comparison with imperatives with "please".

H_5 : Interrogative requests are more polite than imperative requests with a tag question.

This hypothesis, with a few exceptions, was supported by all three groups.

H_6 : Declarative requests are more polite than imperative requests with a tag question.

This hypothesis, with a few exceptions, was supported by all three groups.

H_7 : Imperative requests with a tag question are more polite than imperative requests.

All three groups tended to support this hypothesis.

H_8 : Past tense requests are more polite than future tense requests.

All three groups tended to support this hypothesis for declarative and interrogative form requests. Americans, however,

did not perceive past tense imperatives with a tag question as being more polite than future tense imperatives with a tag question.

H_9 : Past tense requests are more polite than present tense requests.

Both Japanese groups supported this hypothesis. Americans supported it for declarative and imperative forms.

H_{10}: Future tense requests are more polite than present tense requests.

Only Japanese in Japan supported this hypothesis. For the most part, Japanese in US and Americans perceived no differences or perceived present tense requests as being more polite.

H_{11}: Requests with a modal are more polite than requests without one.

Japanese and Japanese in US both tended to perceive requests with modals as being more polite than requests without them. Americans perceived them the same way, except requests that used "please" but no modal.

H_{12}: Positively worded requests are more polite than negatively worded requests.

This hypothesis was supported by Americans and partially supported by Japanese in US. Japanese did not support it, due either to interference from Japanese rules of politeness or the fact that they are taught this in English classes in Japan.

H_{13}: Requests with "please" are more polite than requests without it.

All three groups supported this hypothesis.

H_{14}: Requests with "sir" are more polite than requests without it.

All three groups supported this hypothesis.

H_{15}: Requests with the title and family name are more polite than requests without them.

All three groups supported this hypothesis.

H_{16}: Japanese perceive negative politeness less polite than Americans.

All three groups supported this hypothesis.

H_{17}: Uncommonly used requests show a wider dispersion than commonly used requests.

This hypothesis was only tested for Americans and Japanese in US. It was supported by Japanese in US but not by Americans. Presumably, Americans have developed a sense of the level of politeness of even fairly rare requests.

H_{18}: Japanese use less polite strategies than Americans do.

This hypothesis was contradicted by the results. Since the Japanese groups rated the least polite requests as being less polite than Americans did, they would presumably be less likely to use them.

Situations and Politeness

The data allow some ambiguity. However, we can assume that all three groups understood that Situations I & II (requests made to a professor by a student) require more polite forms than Situations III & IV (a request made to a twelve year old newspaper boy and one made to a waiter of the same age as the speaker). Japanese made the strongest distinctions and rated

imperative form requests as having the lowest level of politeness in Situations I & II. (This should be expected, since a professor is a person with whom Japanese use the highest level of politeness.) This tends to contradict H_{18}, since presumably Japanese would not use these impolite forms in these situations. However, it is difficult to judge what a speaker would use in actual communication based on ratings of politeness.

No groups perceived that Situation IV required more polite requests than Situation III, and as a matter of fact, for "Would you...", they perceived that Situation III required more polite requests. It is possible that the manipulated difference between status was not effective, and the participants did not make a strong distinction between the politeness required when speaking to a younger newspaper boy and a waiter of the same age as the speaker.

Interrogatives

All three groups perceived interrogatives as being more polite than declaratives, except in the cases of the two examples of negative politeness: "I wonder if..." (42) and "I would appreciate it if..." (43). However, Japanese perceived "I would like to..." (51) as being more polite than interrogatives. For Japanese in US, there was no significant difference, though Americans perceived it as being less polite than interrogatives. Japanese also perceived "I would like you to..." (33) as being more polite than interrogatives, though the differences were insignificant for the other two groups. Japanese people have probably been taught in their English classes that "I would

like..." is very polite. Of the interrogatives, all three groups perceived "Why don't you..." (40) and "How about..." (60) as being impolite. To Japanese, these sound very casual and informal and therefore impolite. Also, these are perhaps more like suggestions used as requests, and they may not sound polite as requests.

All three groups perceived interrogatives as being more polite than imperatives or imperatives with tag questions, except that Americans perceived an imperative with "please" (41) as being more polite than interrogative forms.

Americans and Japanese in US perceived "May I..." as being more polite than Japanese did. This is probably because Japanese are taught to use this form to obtain permission, but its politeness level is not dealt with. Japanese in US have come to have a sense of the politeness level through their exposure to English in the US.

Declaratives

All three groups perceived declarative forms of requests as being more polite than imperative forms. However, only Americans perceived imperative forms with "please" as being more polite than declaratives.

All three groups perceived declarative forms of requests as being more polite than imperative forms with tag questions. Japanese perceived imperative forms with tag questions as being least polite. This is the biggest difference among the three groups. This is probably because in Japanese, speakers do not use imperative forms with tag questions and so Japanese speakers

are not used to them.

Imperatives with Tag Questions

All three groups perceived imperative forms with tag questions as being less polite than interrogative form requests. Americans and Japanese in US perceived positively worded forms as being more polite than negatively worded forms. They also perceived past tense forms as being more polite than present tense forms. Japanese, however, did the opposite.

Imperatives

All three groups perceived imperatives as being least polite across the four situations. The two Japanese groups perceived imperatives as being particularly impolite. Americans perceived imperatives with "please" as being more polite than declarative forms. Americans perceived imperatives as being more polite than Japanese did. Japanese never perceived the imperative more polite than declarative forms. For Japanese, whether "please" is attached or not, imperative forms always appear rude. Japanese use imperatives when they order or command. People of lower status do not use them when speaking to people of higher status in Japan. However, in the United States, people often use imperative form requests with "please" in daily life, even to people of higher status, and they are perceived sufficiently polite in most of the situations.

Tense

For declarative and interrogative form requests, all three groups tended to perceive past tense as being more polite than future tense. However, as for imperative forms with tag

questions, there was no significant difference for Americans. We obtained the same results for past tense and present tense. In spite of this, surprisingly, factor analysis indicated that requests were differentiated according to modal, not tense.

Since we had few examples of future tense and present tense comparisons, and because they were not parallel, it is difficult to draw definite conclusions. However, Japanese rated "Will you..." as being more polite than the other two groups did. This is probably because they were taught in their English classes that this form was polite.

Requests with Modals

All three groups perceived requests with modals as being more polite than requests without them, except cases of requests with "please". Modals are important factors in perception of the level of politeness. For the two Japanese groups, they are more important than tense, mood, and negativeness or positiveness, as indicated by the factor analysis. Thus modals have a direct effect on politeness levels. Mood also seems to have an important influence on politeness for all three groups, though it is somewhat less clear. Interestingly, the factor analysis does not indicate that tense is an important factor in determining level of politeness.

Positively and Negatively Worded Requests

Americans and Japanese in US perceived positively worded requests as being more polite than negatively worded requests. Americans perceived positively worded tag questions as being more polite than negatively worded tag questions, but the two Japanese

groups did not perceive any significant differences. As a matter of fact, Japanese perceived the opposite in three cases.

Japanese tend to perceive negatively worded requests as being more polite than Americans do. This is probably because negatively worded requests are more polite in Japanese (Minami, 1987), and some English teachers teach that negatively worded requests are also more polite than positively worded requests in English. Negative questions in Japanese are more indirect and therefore more polite, but in English, negative questions only indicate anticipation of a negative answer and have nothing to do with indirectness, so that they do not increase politeness at all.

Requests with Tags

All three groups perceived imperative forms with "please", "sir", or the title and family name as being more polite than imperative forms without a tag.

Americans and Japanese in US perceived imperatives with "please" as being more polite than other imperatives with or without a tag, but Japanese did not. In Japanese, even if "please" is used, use of an imperative involves a great deal of imposition. Imperatives are used by people of high status when speaking to people of lower status or in certain routine situations. Japanese in US seem to have learned that "please" adds much politeness in requests.

Americans perceived requests with "sir", a title and name, and "possibly" as occurring more frequently than the Japanese groups did. On the other hand, the Japanese groups perceived tag

questions with "could" and "couldn't" and elliptical imperative forms as being more frequent than Americans did. This indicates that Japanese are not familiar with certain expressions even after they have spent time in the United States. However, they are familiar with tag questions, since these are emphasized in their English classes. Also, Japanese tend to perceive less polite requests as being more frequent. This may be because they can remember simple, impolite requests better than more complicated, polite requests.

Negative Politeness

Americans and Japanese in US perceived negative politeness as being more polite than Japanese did. One possible explanation is that Japanese are more accustomed to negative politeness in Japanese than Americans are in English, so they do not perceive it as being unusually polite. Possibly, Japanese in US have had much exposure to English and may have become unaccustomed to negative politeness. Negative politeness is used very rarely and only in limited situations in the United States, and it is too polite to use it with a younger newspaper boy or a waiter of the same age in the United States. Thus Americans perceived it as being too polite.

Another possible explanation is that Japanese are not aware of the significance of the examples of negative politeness, although they seem to sense that these are very polite. This explanation is supported by the fact that, after administering the survey, one of the teachers discussed some of the forms with the students. From Nos. 39, 42, 43, 44, 58, and 59, students

only understood 58 and recognized its significance.

However, Japanese perceived "Would you mind..." and "Do you mind..." as being more polite or no different from what Americans did. This is probably because Japanese are taught in their English classes that these forms are very polite.

Frequency of Use of Requests

Americans and Japanese perceived the frequency of use of request forms very similarly. The correlations between the means of frequency and standard deviations of politeness were negative for both Americans and Japanese in US, but only the latter case is significant. This indicates that Japanese in US do not have a clear sense of the politeness of requests that they perceive as being less frequent.

There are at least two possible explanations for this. Japanese in US, with relatively less exposure to English than Americans, may not have a chance to develop a sense of the politeness of forms that they hear less frequently. Americans, with their greater exposure to English, develop a sense of the politeness of even less common forms. A second possible explanation is that Americans recognize the levels of politeness of requests that they have rarely heard through various cues in the form of the request. Since Japanese did not know these cues, they are less able to judge the politeness of forms that they have heard less often.

Americans perceived imperative and "sir" and imperative and the title and family name to be more frequently used than Japanese in US did. This is probably because Japanese never use

imperatives to people of higher status, and an imperative with an expression of respect seems to be a contradiction. The results were the same for forms with "You might...". This is used to give permission, and Japanese do not use such expressions when speaking to people of higher status. Thus, Americans perceived this request with "sir" or the title and name as being more frequently used. "Can you possibly..." and "Could you possibly..." are seldom taught in Japan, and Japanese students probably seldom have chances to hear them from their American friends. Japanese in US perceived elliptical imperatives as being more frequently used than Americans did. Japanese in US also perceived "Couldn't you..." and "..., could you" as being more frequent. Japanese tend to use negative questions for polite requests, and that may be why they thought these forms are frequent.

Comparisons among Three Groups

There were no significant differences in perceptions of politeness in requests between Americans and the two Japanese groups, but Japanese in US perceived requests as being more polite than Japanese did. Mean scores of perception of politeness were very high among three groups. They were most highly correlated between Japanese in US and Japanese, and then between Americans and Japanese in US. Correlations between ratings of Americans and Japanese were least highly correlated. This means that the three groups have similar perceptions of politeness but exposure to English makes some difference, and Japanese in US are somewhere between Americans and Japanese.

Suggestions for Future Research

There is still much research to do in the area of politeness in English and how nonnative English speakers perceive and use politeness in English.

Many similarities were found among the politeness ratings of the three groups. This study suggests a number of alternative hypotheses. They include:

1. The results might by explained in terms of "discourse universals" of politeness, to which both Japanese and Americans are sensitive.
2. Japanese and English overlap and similarities and differences in their responses can be explained by contrastive analysis.
3. There are a few trivial external markers (such as the length of the item or certain words or combinations of words) that cue the responses.
4. The results can be explained in terms of pedagogical effects, i.e., what Japanese students have been taught about politeness in English.

We cannot distinguish among these alternative hypotheses, based on the results of this study. Further study might help distinguish among these explanations and clarify explanations for similarities and differences among the ways that Americans and Japanese perceive the politeness of requests.

In addition, there are a number of other potentially interesting areas of study related to politeness.

While this study looks at perceptions of degrees of

politeness and perceptions of frequency, future studies need to look at perceptions of the required politeness in different situations and perceptions of the appropriateness of different forms in various situations. Another potentially fruitful area of research is that of production. This and previous studies have only looked at nonnative speakers' perceptions of politeness, not their ability to use politeness appropriately in actual situations. Another important area of research interest would be the effects of different teaching techniques on improvements in students' skill in using politeness appropriately. These and other areas of politeness research are important to teachers of English and should be pursued by researchers.

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Appendix A

Questionnaire on Politeness

This is a questionnaire to find out how you perceive the politeness level of requests. Please use your intuition and answer the following. Please mark your answers on the computer answer sheet.

You attend the first class. The classroom is very hot. The professor is standing near the window. You want to request him to open it.

Please rate the politeness level of the following statements from 0 (very rude) to 9 (very polite)

	very rude									very polite
1. Could you open the window?	0	1	2	3	4	5	6	7	8	9
2. Couldn't you open the window?	0	1	2	3	4	5	6	7	8	9
3. Can you open the window?	0	1	2	3	4	5	6	7	8	9
4. Can't you open the window?	0	1	2	3	4	5	6	7	8	9
5. Open the window, could you?	0	1	2	3	4	5	6	7	8	9
6. Open the window, couldn't you?	0	1	2	3	4	5	6	7	8	9
7. Open the window, can you?	0	1	2	3	4	5	6	7	8	9
8. Open the window, can't you?	0	1	2	3	4	5	6	7	8	9
9. Would you open the window?	0	1	2	3	4	5	6	7	8	9
10. Open the window, would you?	0	1	2	3	4	5	6	7	8	9
11. Open the window, wouldn't you?	0	1	2	3	4	5	6	7	8	9
12. Will you open the window?	0	1	2	3	4	5	6	7	8	9
13. Open the window, will you?	0	1	2	3	4	5	6	7	8	9
14. Won't you open the window?	0	1	2	3	4	5	6	7	8	9
15. Open the window, won't you?	0	1	2	3	4	5	6	7	8	9
16. Open the window.	0	1	2	3	4	5	6	7	8	9

You attend the first class of a new course. You cannot hear the professor well. You want to request him to speak louder.

Please rate the politeness level of the following statements from 0 (very rude) to 9 (very polite)

	very rude									very polite
17. Speak louder, please.	0	1	2	3	4	5	6	7	8	9
18. Speak louder, sir.	0	1	2	3	4	5	6	7	8	9
19. Speak louder, Professor Smith.	0	1	2	3	4	5	6	7	8	9
20. Speak louder.	0	1	2	3	4	5	6	7	8	9
21. Would you speak louder, please?	0	1	2	3	4	5	6	7	8	9
22. Would you speak louder, sir?	0	1	2	3	4	5	6	7	8	9
23. Would you speak louder, Professor Smith?	0	1	2	3	4	5	6	7	8	9
24. Would you speak louder?	0	1	2	3	4	5	6	7	8	9
25. You might speak louder, please.	0	1	2	3	4	5	6	7	8	9
26. You might speak louder, sir.	0	1	2	3	4	5	6	7	8	9
27. You might speak louder, Professor Smith.	0	1	2	3	4	5	6	7	8	9
28. You might speak louder.	0	1	2	3	4	5	6	7	8	9

You have had a newspaper delivered for a month, but you have decided to discontinue it. When the newspaper boy, who is about 12 years old comes to collect money, you request him to stop your subscription.

Please rate the politeness level of the following statements from 0 (very rude) to 9 (very polite).

	very rude									very polite
29. Will you stop the newspaper?	0	1	2	3	4	5	6	7	8	9
30. Can you stop the newspaper?	0	1	2	3	4	5	6	7	8	9
31. I request that you stop the newspaper.	0	1	2	3	4	5	6	7	8	9
32. I want you to stop the newspaper.	0	1	2	3	4	5	6	7	8	9
33. I would like you to stop the newspaper.	0	1	2	3	4	5	6	7	8	9
34. Stop the newspaper.	0	1	2	3	4	5	6	7	8	9
35. Would you stop the newspaper?	0	1	2	3	4	5	6	7	8	9
36. May I stop the newspaper?	0	1	2	3	4	5	6	7	8	9
37. You might stop the newspaper.	0	1	2	3	4	5	6	7	8	9
38. Stop the newspaper, will you?	0	1	2	3	4	5	6	7	8	9
39. Can you possibly stop the newspaper?	0	1	2	3	4	5	6	7	8	9
40. Why don't you stop the newspaper?	0	1	2	3	4	5	6	7	8	9
41. Stop the newspaper, please.	0	1	2	3	4	5	6	7	8	9
42. I wonder if you could stop the newspaper.	0	1	2	3	4	5	6	7	8	9
43. I would appreciate it if you could stop the newspaper.	0	1	2	3	4	5	6	7	8	9
44. Could you possibly stop the newspaper?	0	1	2	3	4	5	6	7	8	9
45. Stop the newspaper, can you?	0	1	2	3	4	5	6	7	8	9

You are in a restaurant, and a waiter of about your age is waiting on you. You want to get a glass of water.

Please rate the politeness level of the following statements from 0 (very rude) to 9 (very polite).

	very rude									very polite
46. Bring me a glass of water.	0	1	2	3	4	5	6	7	8	9
47. Could you bring me a glass of water?	0	1	2	3	4	5	6	7	8	9
48. Can you bring me a glass of water?	0	1	2	3	4	5	6	7	8	9
49. I want a glass of water.	0	1	2	3	4	5	6	7	8	9
50. Can I have a glass of water?	0	1	2	3	4	5	6	7	8	9
51. I would like to have a glass of water.	0	1	2	3	4	5	6	7	8	9
52. I will have a glass of water.	0	1	2	3	4	5	6	7	8	9
53. A glass of water, please.	0	1	2	3	4	5	6	7	8	9
54. Bring me a glass of water, please.	0	1	2	3	4	5	6	7	8	9
55. I want a glass of water, please.	0	1	2	3	4	5	6	7	8	9
56. May I have a glass of water?	0	1	2	3	4	5	6	7	8	9
57. Would you bring me a glass of water?	0	1	2	3	4	5	6	7	8	9
58. Would you mind bringing me a glass of water?	0	1	2	3	4	5	6	7	8	9
59. Do you mind bringing me a glass of water?	0	1	2	3	4	5	6	7	8	9
60. How about bringing me a glass of water?	0	1	2	3	4	5	6	7	8	9
61. A glass of water.	0	1	2	3	4	5	6	7	8	9

How often do you hear the following request forms? Please rate 0 (very rarely) to 9 (very frequently). (Any request could be substituted for the portion of sentences in parentheses.)

	very rarely									very frequently
62. Could you (open the window)?	0	1	2	3	4	5	6	7	8	9
63. Couldn't you (open the window)?	0	1	2	3	4	5	6	7	8	9
64. Can you (open the window)?	0	1	2	3	4	5	6	7	8	9
65. Can't you (open the window)?	0	1	2	3	4	5	6	7	8	9
66. (Open the window), could you?	0	1	2	3	4	5	6	7	8	9
67. (Open the window), couldn't you?	0	1	2	3	4	5	6	7	8	9
68. (Open the window), can you?	0	1	2	3	4	5	6	7	8	9
69. (Open the window), can't you?	0	1	2	3	4	5	6	7	8	9
70. Would you (open the window)?	0	1	2	3	4	5	6	7	8	9
71. (Open the window), would you?	0	1	2	3	4	5	6	7	8	9
72. Will you (open the window)?	0	1	2	3	4	5	6	7	8	9
73. (Open the window), will you?	0	1	2	3	4	5	6	7	8	9
74. Won't you (open the window)?	0	1	2	3	4	5	6	7	8	9
75. (Open the window), won't you?	0	1	2	3	4	5	6	7	8	9
76. (Speak louder), please.	0	1	2	3	4	5	6	7	8	9
77. (Speak louder), sir.	0	1	2	3	4	5	6	7	8	9
78. (Speak louder), (Professor) (Smith).	0	1	2	3	4	5	6	7	8	9
79. (Speak louder).	0	1	2	3	4	5	6	7	8	9
80. Would you (speak louder), please?	0	1	2	3	4	5	6	7	8	9
81. Would you (speak louder), sir?	0	1	2	3	4	5	6	7	8	9
82. Would you (speak louder), (Professor)(Smith)?	0	1	2	3	4	5	6	7	8	9
83. Would you speak louder?	0	1	2	3	4	5	6	7	8	9
84. You might (speak louder), please.	0	1	2	3	4	5	6	7	8	9
85. You might (speak louder), sir.	0	1	2	3	4	5	6	7	8	9
86. You might (speak louder), (Professor)(Smith).	0	1	2	3	4	5	6	7	8	9
87. You might (speak louder).	0	1	2	3	4	5	6	7	8	9
88. I request that (you stop the newspaper).	0	1	2	3	4	5	6	7	8	9
89. I want you to (stop the newspaper).	0	1	2	3	4	5	6	7	8	9
90. I would like you to (stop the newspaper).	0	1	2	3	4	5	6	7	8	9
91. May I (stop the newspaper)?	0	1	2	3	4	5	6	7	8	9
92. Can you possibly (stop the newspaper)?	0	1	2	3	4	5	6	7	8	9
93. Why don't you (stop the newspaper)?	0	1	2	3	4	5	6	7	8	9
94. I wonder if you could (stop the newspaper).	0	1	2	3	4	5	6	7	8	9
95. I would appreciate it if you could (stop the newspaper).	0	1	2	3	4	5	6	7	8	9
96. Could you possibly (stop the newspaper?)	0	1	2	3	4	5	6	7	8	9
97. I want (a glass of water).	0	1	2	3	4	5	6	7	8	9
98. Can I have (a glass of water)?	0	1	2	3	4	5	6	7	8	9
99. I would like to have (a glass of water).	0	1	2	3	4	5	6	7	8	9
100. I will have (a glass of water).	0	1	2	3	4	5	6	7	8	9
101. (A glass of water), please.	0	1	2	3	4	5	6	7	8	9
102. I want (a glass of water), please.	0	1	2	3	4	5	6	7	8	9
103. May I have (a glass of water)?	0	1	2	3	4	5	6	7	8	9
104. Would you mind (bringing me a glass of water)?	0	1	2	3	4	5	6	7	8	9
105. How about bringing me a glass of water?	0	1	2	3	4	5	6	7	8	9
106. Do you mind bringing me a glass of water?	0	1	2	3	4	5	6	7	8	9
107. (A glass of water).	0	1	2	3	4	5	6	7	8	9

108. Are you a: 0 female, 1 male?

109. Are you a: 0 graduate, 1 undergraduate: student?
110. your age:

0	less than 20	1	20-21	2	22-23	3	24-25	4	26-27
5	28-29	6	30-31	7	32-33	8	34-35	9	over 35

111. Are you a native speaker of English? Yes 0 No 1

<u>only for NON-native speakers of English:</u>

112. How long did you study English in your country?

0	less than 7 years	4	10 years	7	13 years
1	7 years	5	11 years	8	14 years
2	8 years	6	12 years	9	longer than 14 years
3	9 years				

113. How long have you studied English in the United States?

0	less than 6 months	5	less than 3 years
1	6-12 months	6	less than 3.5 years
2	less than 1.5 years	7	less than 4 years
3	less than 2 years	8	less than 4.5 years
4	less than 2.5 years	9	longer than 4.5 years

114. How long have you lived in the United States?

0	less than 6 months	5	less than 3 years
1	6-12 months	6	less than 3.5 years
2	less than 1.5 years	7	less than 4 years
3	less than 2 years	8	less than 4.5 years
4	less than 2.5 years	9	longer than 4.5 years

115. Outside of class, how many Americans do you converse with, on average, every day?

0 1 2 3 4 5 6 7 8 (people) 9 (more than 8 people)

116. How long do you spend conversing with them in an average day?

0	0-15 minutes	5	hour and 16 min to 1.5 hours
1	16-30 minutes	6	1.5 hours to hour and 45 min
2	31-45 minutes	7	hour and 46 min to 2 hours
3	46-60 minutes	8	2 hours to 2 hours and 15 min
4	hour to hour and 15 min	9	longer than 2 hours and 15 min

117. On the average, how long do you watch TV each day?

0	0-15 minutes	5	hour and 16 min to 1.5 hours
1	16-30 minutes	6	1.5 hours to hour and 45 min
2	31-45 minutes	7	hour and 46 min to 2 hours
3	46-60 minutes	8	2 hours to 2 hours and 15 min
4	hour to hour and 15 min	9	longer than 2 hours and 15 min

117. In the average week, how long do you watch American and British TV programs in English?

0	0-30 minutes per week	5	2.5-3 hours per week
1	0.5-1 hour per week	6	3-3.5 hours per week
2	1-1.5 hours per week	7	3.5-4 hours per week
3	1.5-2 hours per week	8	4-4.5 hours per week
4	2-2.5 hours per week	9	longer than 4.5 hours per week